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ABSTRACT

Presented are three scripts on training, orientation, and role of a model preschool staff, on building interpersonal competence in a preschool child, and on a model of staff training, orientation, and role in a university setting. The first script contains commentary for 80 slides on staff training for a model preschool mental retardation research and training center. Representative slides concern physical facilities, a field program operated in conjunction with a Head Start program, staff training process, instructional materials used, observation of children and recording of data, and program evaluation. The film script on building social skills in the preschool child focuses on three purposes of the pilot classroom for mentally handicapped children: to modify behaviors of those children who demonstrate behavior problems or learning disabilities, to provide a laboratory for training teachers who work with mentally handicapped children, and to provide a laboratory setting in which the relationship between a child's social behavior and his environmental influences can be studied. The third script on a staff training model in a university setting provides a brief description of the functions, multidisciplinary, administrative, instructional, staff training, and evaluation systems in the overall working model with mentally handicapped children. (CB)

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EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN

THE DEPARTMENT OF SPECIAL EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

STAFF TRAINING

A PROTOTYPE

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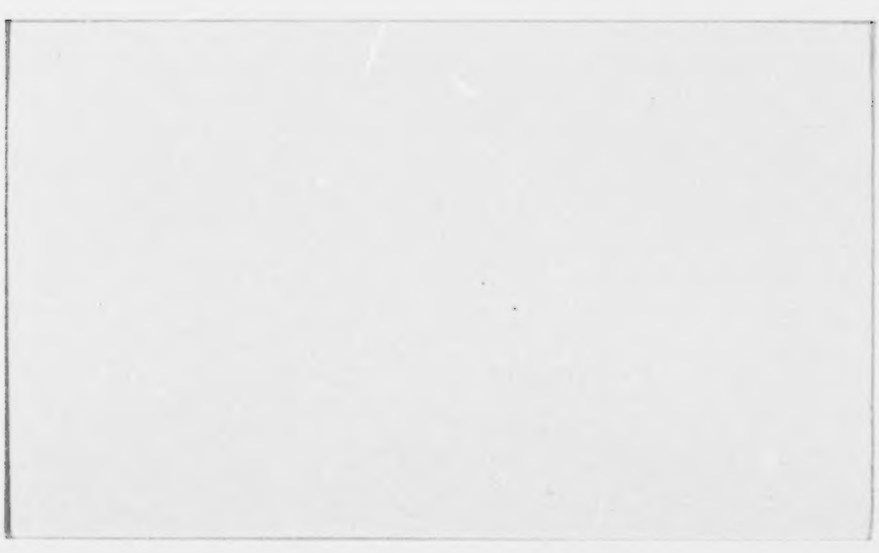

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P R E S E N T S

THE STAFF TRAINING PROTOTYPE SERIES

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STAFF TRAINING IN A UNIVERSITY SETTING

(With Emphasis on Behavior Modification)

by

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Vol.II No.3

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A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

(with Emphasis on Behavior Modification)

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Presentation by Dr. Alice H. Hayden
at Westward Look Staff Training Conference
Tucson, Arizona

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Table of Contents

	Page
Abstract	
Introduction	1-2
Packet 1	
Slide-tape Set and Script: Model Preschool Staff Training	1-22
Packet 11	
Film and Film Script: Building Social Skills in a Preschool Child	1-10
Packet 111	
Transparencies and Script: A Staff Training Model in a University Setting	1-22
Figure 1: Functions System	
2: Multidisciplinary System	
3: Administrative System	
4: Instructional System	
5: Functional Training System	
6A: Evaluation System--Project	
6B: Evaluation System--Performance	
7: The Staff Training Model	
8: The Framework in which the Staff Training Model Operates	

ABSTRACT

What should be the characteristics in a working staff training model? The following characteristics have been deemed essential in the development of the working staff training model at the Experimental Education Unit.

1. Compatibility: The training model or program should be compatible with other programs (research and service) and with all systems contributing to the attainment of the goals for improvement of instruction and performance.

2. Transportability: The model should be transportable to other settings.

3. Generalizability: The model should be applicable to a wide range of populations.

4. Modifiability: The model should be flexible enough to permit the modification or improvement of any of the components or systems within it when evidence from the evaluation system indicates that modifications should be made.

5. Accountability: The staff training model should be effective and efficient in attaining the training goals.

The following systems designed to attain specific goals are reflected in the Experimental Education Unit's staff training model:

1. The functions system (professional training, research, and service)

2. The multidisciplinary system

3. The administrative system

4. The instructional system for pupils

5. The functional training system for professionals and paraprofessionals

6. The evaluation system for measuring project objectives and progress of pupils and trainees.

A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

(with Emphasis on Behavior Modification)

Introduction

It is indeed a formidable task to present in one hour an adequate description of staff training in a multidisciplinary research and training center which focuses on mission-oriented interdisciplinary professional training, research, and exemplary service programs both within the University and in a variety of field settings. We are therefore making materials available in a variety of forms: a slide-tape set and script on Staff Training in the Model Preschool Center for Handicapped Children at the Experimental Education Unit; a 16 mm. motion picture film and script on Building Social Skills in a Preschool Child which depicts the applications of training procedures in a field setting--a demonstration Head Start classroom in Seattle's Central Area. This film will not be shown this morning because of time limitations, but it demonstrates both the portability of the model to a rather typical field setting and ways in which data may be taken with paper and pencil to be used as the basis for decision making in modifying social behaviors which interfere with learning. The third part of "packet" of materials consists of a series of transparencies and a description of the various "systems" or aspects of the staff training model developed at the Unit.

It is a particular pleasure to see Dr. Samuel Kirk in this audience because he was one of our first consultants some ten years ago when we were struggling to implement the conceptualization of a multidisciplinary research and training center on our campus. At the

time he first visited our program we were in our fourth "temporary" facility. It consisted of two very old remodelled houses in an off-campus location. Our funding for the first five years of the Pilot School for Neurologically Impaired Children (the predecessor to the Experimental Education Unit) consisted of $50,000 per year contributed by a private donor who believed that we had the potential for developing programs and services for handicapped children that could serve as models transportable to different types of settings. After that time we moved to one other "temporary" facility, and finally to the Unit we now occupy in the Center.

The procedures we employ at the Unit are constantly being researched, evaluated, and refined to improve their effectiveness and efficiency. Educational technology is of great assistance to us in this program which applies a strategy of performance measurement as a basis for improving classroom instruction for the children served in the Unit and in cooperative field programs; and for improving the professional training of an ever-increasing number of trainees from many disciplines. Training is provided at the pre-service, graduate and post-doctoral levels as well as for professional personnel in service. In-service education may be provided in many different types of settings and for varying periods of time depending upon specific needs and requests from school districts, institutions, community agencies, and organizations in the Northwest.

With these brief remarks by way of introduction, let us now turn to the slide-tape set.

SCRIPT FOR MODEL PRESCHOOL CENTER STAFF TRAINING

Slide Presentation at
Tucson, Arizona

	SLIDE	NARRATION
1	Title: Experimental Education Unit Title: Staff Training in the Model Preschool Center	(NO AUDIO--USE AS FOCUS AND SETUP SLIDE) STAFF TRAINING IN THE MODEL PRESCHOOL CENTER--A SLIDE PRESENTATION OF THE EXPERIMENTAL EDUCATION UNIT OF THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AT THE UNIVERSITY OF WASHINGTON IN SEATTLE.
2	Title: CDMRC	THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER EVOLVED FROM MANY YEARS OF PLANNING AND IS THE LARGEST AND MOST COMPREHENSIVE MENTAL RETARDATION RESEARCH AND TRAINING CENTER IN THE UNITED STATES.
3	Overall shot of entire complex	FACULTY MEMBERS FROM SEVERAL MAJOR DISCIPLINES AT THE UNIVERSITY OF WASHINGTON EARLY RECOGNIZED THE NEED FOR BRINGING THE STAFF SERVING HANDICAPPED CHILDREN TOGETHER IN A COMMON FACILITY AT THE UNIVERSITY. THE UNIVERSITY HAD A NUMBER OF CLINICS AND OTHER SERVICES FROM WHICH PARENTS OF HANDICAPPED CHILDREN SOUGHT ASSISTANCE. PARENTS AND OTHER COMMUNITY LEADERS WERE AS INTERESTED AS PROFESSIONAL PERSONNEL IN BRINGING RESOURCES TOGETHER SO THAT PROFESSIONALS COULD WORK MORE ADVANTAGEOUSLY IN BEHALF OF HANDICAPPED CHILDREN.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
4		IN 1958, THE GOVERNOR'S INTER-AGENCY COMMITTEE ON MENTAL RETARDATION WAS ASKED TO REVIEW THE STATE PROGRAMS FOR HANDICAPPED CHILDREN AND TO MAKE RECOMMENDATIONS FOR IMPROVEMENT. IN 1960, THE COMMITTEE WAS GREATLY ENLARGED THROUGH THE ADDITION OF A NUMBER OF PROFESSIONAL AND LAY PEOPLE EXPERIENCED IN WORKING WITH HANDICAPPED CHILDREN. THE COMMITTEE, IN IT'S REPORT, EVERYBODY'S CHILD, RECOMMENDED THE ESTABLISHMENT OF A MULTI-DISCIPLINARY CENTER AT THE UNIVERSITY OF WASHINGTON. A STATE COMMITTEE OF OVER TWO HUNDRED CITIZENS WAS FORMED TO HELP IMPLEMENT THIS RECOMMENDATION. THE CENTER ITSELF WAS AUTHORIZED IN 1963 BY AN ACT OF THE STATE LEGISLATURE. A PERIOD OF MORE THAN TEN YEARS WAS REQUIRED FOR PLANNING, FUNDING, AND CONSTRUCTING THE CENTER WHICH IS MADE UP OF FOUR UNITS:
5	Medical Research	THE MEDICAL RESEARCH UNIT WHICH HOUSES THE DEVELOPMENTAL BIOLOGY, NEUROLOGICAL SCIENCES, AND THE PERINATAL BIOLOGY PROGRAMS.
6	Clinical Training Unit	THE CLINICAL TRAINING UNIT IS A MULTIDISCIPLINARY FACILITY DESIGNED TO PROVIDE COMPREHENSIVE EVALUATION AND DIAGNOSTIC SERVICES FOR CHILDREN WITH DEVELOPMENTAL DISORDERS. THIS UNIT REVIEWS RECORDS OR WORKS UP DIAGNOSTIC INFORMATION ON ALL CHILDREN

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
6		ADMITTED TO THE PROGRAMS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
7	Behavioral Research Unit	THE BEHAVIORAL RESEARCH UNIT WHICH COORDINATES THE COMMUNICATION, PSYCHIATRY, AND PSYCHOLOGY RESEARCH PROGRAMS.
8	Title: Exper mental Education Unit	THE EXPERIMENTAL EDUCATION UNIT UNDER THE DIRECTION OF
9	Title: Norris G. Haring Alice H. Hayden	NORRIS G. HARING AND ASSOCIATE DIRECTOR ALICE H. HAYDEN IS THE HEART OF THE MODEL PRESCHOOL CENTER.
10	EEU Building	THE NEW EXPERIMENTAL EDUCATION UNIT FACILITY WAS COMPLETED AND OCCUPIED IN MARCH, 1969 AND HOUSES THE EEU PROFESSIONAL TRAINING, RESEARCH AND SERVICE STAFFS AS WELL AS SUPPORTING SERVICES. THERE ARE FIFTEEN TEACHING STATIONS WHICH SERVE HANDICAPPED CHILDREN BETWEEN THE AGES OF TWO AND TWENTY-ONE.
11	Reception Area	THE ATTRACTIVE RECEPTION AREA IS THE PRINCIPAL POINT OF ENTRANCE FOR PUPILS, PARENTS, STAFF MEMBERS AND VISITORS. OVER 10,000 VISITORS HAVE COME TO THE UNIT SINCE THE NEW FACILITY WAS FIRST OPENED. CHILDREN ARE BROUGHT TO THE EXPERIMENTAL EDUCATION UNIT BY SCHOOL BUSSES AND PRIVATE TRANSPORTATION.
12	Title: (List of Project Personnel)	THE UNIT PROVIDES A MULTIDISCIPLINARY SETTING FOR

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
12		TRAINING STAFF AND TRAINEES IN THE MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN.
13	Title: Facilities for Training	THE FACILITIES FOR TRAINING INCLUDE----------
14	Instructional Center	THE INSTRUCTIONAL CENTER WHICH IS HEAVILY SCHEDULED FOR PARENT-TEACHER MEETINGS, WORKSHOPS, CONFERENCES, ORIENTATION SESSIONS, SEMINARS AND TRAINING SESSIONS. IT IS WELL EQUIPPED FOR VISUAL AND AUDITORY PRESENTATIONS OF ALL TYPES. THE INSTRUCTIONAL CENTER SEATS 100 PEOPLE, BUT ADDITIONAL SEATING MAY BE MADE AVAILABLE SO THAT UP TO 120 PEOPLE CAN BE ACCOMMODATED.
15	Library	AVAILABLE TO THE WHOLE STAFF IS THE LIBRARY FACILITY WHICH CONTAINS CURRENT PERIODICAL LITERATURE AND MATERIALS PREPARED AT THE EXPERIMENTAL EDUCATION UNIT. SPECIALIZED PROFESSIONAL LIBRARIES IN THE CLINICAL TRAINING UNIT AND THE HEALTH SCIENCES' LIBRARY ARE ALSO OPEN TO STAFF MEMBERS AND TRAINEES. THESE LIBRARIES ARE EXCELLENT AND ARE BEING EXTENDED.
16	Communications Observation Booth	THE OBSERVATION BOOTHS WHICH ARE AN IMPORTANT PART OF EACH CLASSROOM UNIT ARE EXCELLENT FACILITIES FOR TRAINING NEW STAFF MEMBERS, TRAINEES, AND PARENTS.
17	Booth - Trainees	THIS PICTURE SHOWS TRAINEES FROM SPEECH PATHOLOGY AND AUDIOLOGY RECEIVING TRAINING IN ONE OF THE

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
17		OBSERVATION BOOTHS IN THE MODEL PRESCHOOL COMMUNICATION PROGRAM.
18	Preschool Booth (10 Second Timer)	IN THIS PRESCHOOL OBSERVATION BOOTH, THE TRAINEE IS LEARNING TO RECORD DATA AT PARTICULAR TIME INTERVALS WITH A SPECIAL AUDIO TONE WHICH THE TRAINEE HEARS THROUGH AN EARPHONE. THIS INDICATES WHEN DATA SHOULD BE RECORDED FOR TIME SAMPLES. TWO DATA COLLECTORS MAY USE THE DEVICE SIMULTANEOUSLY TO CHECK RELIABILITY IN RECORDING.
19	Eileen Allen & Parents	THE OBSERVATION BOOTHS ARE ALSO USEFUL FOR PARENT INSTRUCTION WHICH IS AN ESSENTIAL PART OF THE MODEL PRESCHOOL PROGRAMS. HERE EILEEN ALLEN, PRESCHOOL COORDINATOR, WORKS WITH PARENTS SO THAT THEY MAY APPLY SOME OF THE SAME PROCEDURES USED IN THE PRESCHOOL PROGRAM IN THE HOME SETTING.
20	Title: Training Programs	THERE ARE THREE TYPES OF PROGRAMS WITHIN THE MODEL PRESCHOOL CENTER PROJECT. THE PRESCHOOL PROGRAM IS COORDINATED BY MRS. EILEEN ALLEN. THE COMMUNICATIONS PROGRAM IS COORDINATED BY MRS. JANE RIEKE AND THE FIELD PROGRAMS ARE COORDINATED BY MRS. VALENTINE DMITRIEV.
21	Head Teacher & Two Interns	HERE IS A HEAD PRESCHOOL TEACHER SHOWN WITH TWO INTERNS LOOKING AT DATA ON A PARTICULAR CHILD. TWO

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
21		CLASSROOMS HOUSE FOUR GROUPS OF PRESCHOOL CHILDREN. ORDINARILY, THE YOUNGER CHILDREN ARE PLACED IN MORNING CLASSES AND OLDER PRESCHOOL AGE CHILDREN ARE SERVED IN AFTERNOON SESSIONS.
22	Down's Syndrome Child	THE NEWEST GROUP OF CHILDREN IN THIS PROGRAM ARE TWO-YEAR OLD DOWN'S SYNDROME CHILDREN WHO HAVE BEEN IN AN INFANT STIMULATION PROGRAM CONDUCTED AT THE CENTER
23	Hearing Impaired	IN THE COMMUNICATION PROGRAM, TWO CLASSROOMS SERVE FOUR GROUPS OF PRESCHOOL AGE CHILDREN WITH COMMUNICATION DISORDERS. THIS PROGRAM IS COORDINATED BY MRS. JANE RIEKE. ONE CLASSROOM IS FOR HEARING IMPAIRED CHILDREN. THE MORNING GROUP IS FOR YOUNG DEAF CHILDREN. 2 1/2 TO 4 YEARS OF AGE. THE AFTERNOON GROUP IS FOR OLDER HEARING IMPAIRED (RUBELLA) CHILDREN. THESE CHILDREN WHO WERE PREVIOUSLY TAUGHT BY THE AURAL-ORAL APPROACH WERE NOT PROGRESSING AS RAPIDLY AS WAS EXPECTED, SO THE AURAL-ORAL APPROACH WAS COMBINED WITH THE SIGN ENGLISH LANGUAGE TO INCREASE THE CHILDREN'S PROFICIENCY IN THE ACQUISITION OF COMMUNICATION SKILLS.
24	Language Disorders	THE SECOND CLASSROOM IN THE COMMUNICATION PROGRAM IS FOR SERVICE TO CHILDREN WITH LANGUAGE DISORDERS WHICH ARE NOT ASSOCIATED WITH HEARING LOSSES. THE PRESCHOOL TEACHER AND A SPEECH THERAPIST WORK IN THE CLASSROOM AS A TEAM WITH THESE CHILDREN.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
25	Title: Field Program	THE FIELD PROGRAMS FOR THE MODEL PRESCHOOL CENTER ARE COORDINATED BY MRS. VALENTINE DMITRIEV
26	Head Start	TWO OF THE FIELD PROGRAMS ARE LOCATED IN THE CENTRAL AREA AND ARE OPERATED IN COLLABORATION WITH THE SEATTLE PUBLIC SCHOOLS' HEAD START PROGRAM. ONE IS A CLASS FOR RETARDED PRESCHOOL AGE CHILDREN AND THE OTHER IS A SPECIAL MANAGEMENT CLASS FOR CHILDREN WHO HAVE SEVERE BEHAVIOR PROBLEMS. TRAINING FOR TEACHERS AND PARAPROFESSIONAL PERSONNEL IN THE PROGRAMS TAKES PLACE IN THE COMMUNITY CLASSROOMS AND IN SPECIAL TRAINING SESSIONS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
27	Deaf Blind	ANOTHER FIELD PROGRAM IS OPERATED IN COLLABORATION WITH THE SEATTLE PUBLIC SCHOOLS AND THE NORTHWEST REGIONAL CENTER FOR DEAF-BLIND CHILDREN. THIS PROGRAM WAS BEGUN IN MARCH, 1970.
28	Down's Syndrome	MRS. DMITRIEV HAS ALSO BEEN ENGAGED IN WORKING WITH DOWN'S SYNDROME INFANTS AND THEIR MOTHERS.
29	Down's Syndrome (EFU)	SESSIONS WITH THESE GROUPS ARE HELD IN FACILITIES AT THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER.
30	Title: Staff Training Process	THE STAFF TRAINING PROCESS BEGINS WITH A CAREFUL SELECTION OF TRAINEES. ALL STAFF MEMBERS ARE EXPECTED TO ADVANCE THEIR PROFESSIONAL PREPARATION, AND SINCE MOST OF THE PROGRAMS WHICH WOULD PROVIDE FURTHER

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
30	Cont.	TRAINING IN SPECIAL EDUCATION ARE AT THE GRADUATE LEVEL, TRAINEES MUST BE ELIGIBLE FOR ADMISSION TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM IN SPECIAL EDUCATION.
31	Conference	AFTER IT HAS BEEN DETERMINED THAT A TRAINEE IS ADMISSIBLE TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM, DR. HARING, DR. HAYDEN AND THE EXPERIMENTAL EDUCATION UNIT SCHOOL PRINCIPAL INTERVIEW THE PROSPECTIVE TRAINEES TO DETERMINE THEIR INDIVIDUAL GOALS AND OBJECTIVES AND TO CONSIDER WHAT PARTICULAR PLACEMENT OR ASSIGNMENT IN AN EXPERIMENTAL EDUCATION UNIT PROGRAM WOULD BE MOST APPROPRIATE FOR THE PARTICULAR TRAINEE.
32	Mexican Trainee	TRAINEES FROM OTHER PROGRAMS MAY ALSO BE ACCOMMODATED AT THE EXPERIMENTAL EDUCATION UNIT. A SPECIAL ARRANGEMENT WITH THE DIVISION OF CONTINUING EDUCATION MAKES IT POSSIBLE FOR THESE STUDENTS TO REGISTER FOR CREDIT FOR PRACTICUM TRAINING IN THE UNIT. THIS SLIDE SHOWS A TRAINEE FROM MEXICO WHO WORKS WITH HANDICAPPED CHILDREN IN HER OWN COUNTRY.
33	Antioch Student	ANTIOCH COLLEGE HAS ARRANGED WITH THE EEU TO HAVE SELECTED STUDENTS PLACED AT THE UNIT FOR A SIX-MONTH PERIOD OF INTENSIVELY SUPERVISED PRACTICUM EXPERIENCE. THIS IS THE SECOND STUDENT FROM ANTIOCH WHO HAS COME TO THE UNIT ON THIS ARRANGEMENT.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
34	Samoan Teachers	DURING THE SUMMER OF 1970, FOUR TEACHERS FROM THE EARLY CHILDHOOD EDUCATION PROGRAM IN AMERICAN SAMOA SPENT SIX WEEKS AT THE EXPERIMENTAL EDUCATION UNIT IN A SPECIAL TRAINING PROGRAM. THEY WERE A DELIGHTFUL AHD HARD-WORKING GROUP. THEY ARE SHOWN HERE WITH MRS. ALLEN IN ONE OF THE PRESCHOOL CLASSROOMS.
35	Conjoint Class	ANOTHER UNIQUE ASPECT OF THE TRAINING PROGRAM IS THE CONJOINT COURSE ON DIAGNOSIS AND MANAGEMENT OF THE YOUNG HANDICAPPED CHILD TAUGHT BY FACULTY REPRESENTATIVES FROM NINE DIFFERENT DISCIPLINES.
36	Preschool Outdoor Classrooms	THE FOCUS OF THE PRESCHOOL PROGRAM IS ON DEVELOPING AND EXTENDING MOTOR SKILLS, SOCIAL SKILLS, VERBAL SKILLS, AND PRE-ACADEMIC SKILLS. THUS, TEACHERS ARE TEACHING AT ALL TIMES, EVEN IN THE OUTDOOR CLASSROOM SITUATIONS WHERE SPECIFIC CONCENTRATION MAY BE ON DEVELOPING GROSS MOTOR SKILLS AND GOOD SOCIAL INTERACTIONS
37	Wheelchair Child	EVEN THE WHEELCHAIR CHILD NEED NOT BE DEPRIVED OF THESE EXPERIENCES.
38	Hammer & Nails	FINE MOTOR SKILLS ARE DEVELOPED THROUGH USE OF A VARIETY OF MANIPULATIVE TASKS;
39	Table Painting	AS WELL AS THROUGH THE MANY EXPERIENCES WITH CREATIVE MATERIALS THAT THE TEACHERS PROVIDE.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
40	Preacademic	DURING THE PREACADEMIC PERIOD EACH CHILD IS GIVEN INDIVIDUALLY PROGRAMMED MATERIAL AND INDIVIDUAL DATA ARE KEPT, EVEN THOUGH THE CHILDREN ARE SITTING AT A TABLE AS A GROUP.
41	Individual Attention	THERE ARE TIMES, OF COURSE, WHEN A CHILD MAY NEED ALMOST INDIVIDUAL ATTENTION AND THIS, TOO, CAN BE ARRANGED IN A WELL-STRUCTURED PRESCHOOL PROGRAM.
42	Attribute Game	CONCEPT DEVELOPMENT IS AN INTEGRAL PART OF EACH DAY'S PROGRAM;
43	Flannel Board	AS ARE ACTIVITIES DESIGNED TO EXTEND LISTENING AND EXPRESSIVE LANGUAGE SKILLS.
44	Block Play	SHARING, TAKING TURNS AND COOPERATIVE INTERACTION ARE BASIC SOCIAL SKILLS THAT TEACHERS ARE CONSTANTLY REINFORCING AS THE CHILDREN ENGAGE IN A VARIETY OF SELF-INITIATED ACTIVITIES;
45	Head Start Lunch	THE LUNCH PROGRAM, FOR THE SPECIAL MANAGEMENT HEAD START CHILDREN, IS A PRIME TIME FOR HELPING CHILDREN LEARN TO ENJOY A VARIETY OF FOODS IN A COMFORTABLE SOCIAL SETTING.
46	Staff Training Preparation Room	FREQUENT STAFF TRAINING MEETINGS ARE HELD FOR SPECIAL PURPOSES OR FOR SHARING OF INFORMATION AND DATA SUCH AS THIS ONE WHICH WAS HELD IN THE TEACHERS' PREPARATION ROOM.
47	Staff Training	OTHER STAFF SESSIONS OR SMALL GROUP MEETINGS MAY BE HELD IN THE TEACHERS' LOUNGE OR IN THE CONFERENCE ROOM WHERE THIS PICTURE WAS TAKEN.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
48	Observation Booth Teacher & Intern	INDIVIDUAL INSTRUCTION MAY TAKE PLACE IN ONE OF THE OBSERVATION BOOTHS.
49	Outdoor Classroom	OR IN ONE OF THE OUTDOOR CLASSROOMS WHICH IS AN INTEGRAL PART OF EVERY CLASSROOM UNIT.
50	Covered Play Area	ALSO INDIVIDUAL INSTRUCTION TAKES PLACE IN THE OUTDOOR COVERED PLAY AREA WHICH HAS BENCHES FOR OBSERVERS AND DATA TAKERS.
51	Classroom	COORDINATORS OR HEAD TEACHERS FREQUENTLY DEMONSTRATE INSTRUCTIONAL PROCEDURES FOR INTERNS AND TRAINEES ON SPECIAL PROJECTS
52	Classroom	MASTER TEACHERS ALSO DEMONSTRATE RESEARCH PROCEDURES AND TAKE DATA WITH TRAINEES TO CHECK RELIABILITY IN OBSERVATION AND RECORDING. THERE ARE MANY DIFFERENT WAYS OF RECORDING DATA.
53	Recording on Event Sheets	ONE OF THE WAYS IS TO TAKE DATA WITH PENCIL AND PAPER OR TO RECORD INFORMATION ON EVENT SHEETS WHICH HAVE BEEN DEVELOPED AT THE UNIT FOR RECORDING DATA OVER TIME. THE NUMBER OF CORRECT AND ERROR RESPONSES AND OTHER PERTINENT INFORMATION MAY BE RECORDED ON THESE SHEETS.
54	Teacher & Trainee	HERE A TEACHER SHOWS A TRAINEE HOW TO USE PAPER AND PENCIL TECHNIQUES FOR RECORDING DATA.
55	Timers	ORDINARY TIMERS SUCH AS THOSE SHOWN HERE SERVE MANY USEFUL PURPOSES FOR BOTH TEACHERS AND PUPILS AND AID IN RECORDING INFORMATION OVER TIME.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
56	Prompter & Teacher	A VALUABLE DEVICE FOR TRAINER AND TRAINEE IS THE PROMPTING SYSTEM. USING THIS OR SIMILAR EQUIPMENT, A MASTER TEACHER MAY PROMPT A TRAINEE FROM THE OBSER-VATION BOOTH.
57	Trainee & Receiver	THE TRAINEE RECEIVES THE MESSAGE IN THE CLASSROOM THROUGH A WIRELESS RECEIVER AND EARPHONE. THE TRAINEE USUALLY KNOWS WHEN HELP IS NEEDED AND APPRECIATES THE IMMEDIATE ASSISTANCE AND GUIDANCE OF THE MASTER TEACHER. IT IS MUCH EASIER AND MORE EFFICIENT TO PREVENT ERRORS IN CLASSROOM MANAGEMENT AND INSTRUCTION THAN IT IS TO CORRECT THEM. ALSO, IN TRAINING, IMMEDIATE FEEDBACK TO THE TRAINEE HELPS STRENGTHEN THE CORRECT RESPONSE.
58	Remote TV Camera	ANOTHER VALUABLE AID IN TRAINING IS THE TELEVISION CAMERA WHICH CAN BE PLACED IN A FIXED POSITION IN THE CLASSROOM
59	TV Control	AND CONTROLLED FROM THE OBSERVATION BOOTH.
60	Teachers & TV Set	THE STAFF AND TRAINEES CAN THEN REVIEW THE CLASSROOM ACTIVITIES ON A MONITOR IN THE CLASSROOM AFTER THE CHILDREN HAVE LEFT THEIR SESSION.
61	Intern Teaching	THE INTERN OR TRAINEE CAN ALSO BE VIDEOTAPED IN THE CLASSROOM
62	Intern Watching Playback	AND SEE AN IMMEDIATE REPLAY TO CRITIQUE HER OWN PERFORMANCE.
63	Instructional Center	CLOSED CIRCUIT TELEVISION IS A VALUABLE ADJUNCT FOR USE WITH LARGE GROUPS IN THE INSTRUCTIONAL CENTER.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
64	Eileen Allen & TV Console	IN THIS PICTURE MRS. EILEEN ALLEN IS COMMENTING ON WHAT IS GOING ON IN THE CLASSROOM FROM THE OBSERVATION BOOTH SO THAT OBSERVERS OF CCTV WILL HAVE A CONCURRENT INTERPRETATION OF THE ACTIVITIES THEY ARE WATCHING. MRS. ALLEN WILL LATER JOIN THE GROUP IN THE INSTRUCTIONAL CENTER TO ANSWER ANY QUESTIONS OR TO GIVE FURTHER EXPLANATIONS.
65	Jane Rieke & "Telectern"	ANOTHER INTERESTING WAY OF TRAINING LARGE GROUPS IN THE INSTRUCTIONAL CENTER IS THROUGH THE USE OF DOUBLE MONITORS. HERE MRS. JANE RIEKE IS SHOWN AT THE "TELECTERN" WHERE SHE CAN SEE THE PICTURE COMING FROM THE CLASSROOM ON ONE OF THE MONITORS.
66	View from Audience	THE AUDIENCE CAN ALSO SEE THIS SAME PICTURE FROM THE CLASSROOM ON THE UPPER MONITOR. ON THE LOWER MONITOR THEY ARE VIEWING THE SPECIFIC DATA MRS. RIEKE IS RECORDING ABOUT THE CHILD BEING STUDIED.
67	Event Recorder	ANOTHER AID IN DATA TAKING IS THE EVENT RECORDER WHICH IS SHOWN HERE.
63	Teacher & Pushbuttons	THE RECORDER REMAINS IN THE OBSERVATION BOOTH AND THE TEACHER REMOTELY RECORDS THE DATA USING HAND-HELD PUSHBUTTONS IN THE CLASSROOM.
69	Speech Therapist & recorder	OF CONSIDERABLE USE IN THE SPEECH THERAPY ROOMS FOR RECORDING SPEECH IS THE TYPICAL MAGNETIC TAPE RECORDER.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
70	Cassette Recorder Projector & Response Panel	PROGRAMMED INSTRUCTION FOR TRAINEES CAN BE PROVIDED WITH THIS EQUIPMENT. THE CASSETTE RECORDER CAN BE PROGRAMMED NOT ONLY TO CHANGE SLIDES, BUT TO STOP WHEN A RESPONSE IS REQUIRED. THE TRAINEE HAS A RESPONSE PANEL WITH FIVE RESPONSE CHOICES. BY PUSHING THE APPROPRIATE BUTTON, HE AUTOMATICALLY PUNCHES AN IBM CARD WHICH BECOMES A PERMANENT RECORD OF HIS RESPONSES. THIS DEVICE WILL GREATLY ASSIST IN INSTRUCTION AND IN THE MODIFICATION OF PROGRAMMED INFORMATION.
71	Title: Evaluation	EVALUATION IS NEVER A SIMPLE PROCESS WHEN TRYING TO MEASURE PERFORMANCE OBJECTIVES OF CHILDREN AND TRAINEES. THE DATA COLLECTED THROUGH THE DIFFERENT RECORDING PROCEDURES DESCRIBED MUST BE ANALYZED TO DETERMINE INDIVIDUAL PROGRESS TOWARD SPECIFIC BEHAVIORAL OBJECTIVES.
72	Meeting for Analysis	THE INSTRUCTIONAL PROCEDURES IN THE MODEL PRESCHOOL CENTER INCLUDE AN ONGOING DATA COLLECTION AND ANALYSIS SYSTEM
73	Meeting for Analysis	WHICH IS USEFUL FOR MAKING TEACHING DECISIONS ON EVERY CHILD'S OR TRAINEE'S PROGRAM.
74	Meeting	ANALYSES OF GROUP DATA ON TRAINEES OR CHILDREN FOR WHOM THERE ARE COMMON BEHAVIORAL OBJECTIVES CAN POINT UP WEAKNESSES OR INEFFICIENCIES IN PROGRAMS WHICH CAN THEN BE CORRECTED.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
75	Child returned to Classroom	THE REAL TEST, OF COURSE, IS HOW THE CHILD WILL PERFORM IN A REGULAR OR SPECIAL CLASSROOM WHEN HE RETURNS TO A SCHOOL PLACEMENT IN HIS HOME COMMUNITY. THIS PICTURE OF A CHILD (NEXT TO THE TEACHER) WHO HAS BEEN RETURNED TO A CLASSROOM IN HIS COMMUNITY SHOWS THE CHILD CONTINUING TO FUNCTION ADEQUATELY IN HIS NEW PLACEMENT IN THE COMMUNITY SETTING.
76	Bonnie at EEU	BONNIE WAS A TRAINEE IN BOTH THE COMMUNICATION AND PRESCHOOL PROGRAMS.
77	Bonnie Teaching	HER APPEARANCE NOW SOMEWHAT CHANGED, SHE IS SHOWN AS SHE TRAINS HER OWN ASSISTANT IN A SPECIAL SCHOOL FOR HANDICAPPED CHILDREN WHERE SHE IS NOW TEACHING.
78	Experimental Education Unit	FEEDBACK FROM CHILDREN AND TRAINEES IS A VERY IMPORTANT PART OF THE MODEL PRESCHOOL PROGRAM AND IS USED CONSTANTLY FOR IMPROVING INSTRUCTION FOR CHILDREN AND IN THE TRAINING PROGRAM FOR STAFF AND TRAINEES, NOT ONLY IN THE EXPERIMENTAL EDUCATION UNIT
79	CDMR Center	BUT ALSO IN THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AND IN OTHER TYPES OF SETTINGS AS WELL.
80	Title: Photography by Gary Finholt	

PACKET II

FILM AND FILM SCRIPT: BUILDING SOCIAL SKILLS IN A PRESCHOOL CHILD

Field Application of Staff Training Model

BUILDING SOCIAL SKILLS IN THE PRESCHOOL CHILD

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Film Script

by K. Eileen Allen

The Experimental Education Unit Demonstration Classroom is a joint enterprise of the Child Development and Mental Retardation Center at the University of Washington and the Seattle Public Schools' Head Start Program. The major purposes of this pilot classroom are threefold. First, to modify the behaviors of children who regular Head Start teachers, in consultation with the Head Start staff, have agreed are severe continuous management problems in their home classrooms, or children with various learning deficits who appear not to be profiting from the regular classroom experience. A second purpose of the demonstration preschool classroom is to provide a laboratory in which to train the teachers of these children to deal with them more effectively when they are returned to their classrooms; and to acquire the teaching skills that will enable them to gain earlier and better control of future management problems. And finally, the demonstration classroom provides a field laboratory setting in which to conduct a systematic and empirical study of the functional relationship between behavior and those environmental events which serve to increase, decrease or maintain a desirable level of socially appropriate

behaviors.

A maximum of 12 children are enrolled in this classroom with a regular Head Start teacher, a teacher's aide and an Experimental Education Unit staff member as classroom personnel. The latter person serves primarily as master teacher and supervisor of the practicum program in behavior modification procedures for the teachers of the enrolled children. As each child moves through the Experimental Education Unit program and is returned to his regular classroom, he is replaced by another child from the referral list awaiting the special services.

A common, almost universal, deficit among children who are considered management problems is a poorly developed repertoire of social skills. Therefore, a necessary first step in the modification procedure is to bring these children under the control of the social stimuli in their environment. This means, quite simply, helping each child learn to interact appropriately with adults and other children in free play situations; learn to take part in group activities and in teacher-directed situations; learn to initiate and carry out independent activities; and, finally, learn to assume responsibility for self-help and care of his own possessions.

The teaching of each of these skills or target behaviors is accomplished through careful step-by-step programming starting with "where each child is." The role of the teachers is crucial. First, they must provide a physical environment conducive to con-

structive social interaciton. This cannot be achieved if the classroom is poorly arranged, disorderly or congested. Rather, play areas should be spacious but well defined so that children learn to respect limits; play materials should be attractively and neatly arranged to invite constructive play; self-help facilities should be within children's reach. The children should be required to rehabilitate play areas as they finish an activity in order to teach them task completion, responsible use of materials and concern for the next children who enter the area so that they, too, are provided with an inviting and attractive atmosphere.

Teachers must also arrange a rhythm and flow to the day so that there are periods of quiet concentrated activities, opportunities for the child to freely initiate activities of his own choice, ample time for children to engage in a variety of large-motor activities. With this balance and with a knowledge of "what comes next" children can learn to be quiet and attentive under some conditions, spontaneous and free to interact with peers under other conditions.

Working always with children in small groups is another way that the preschool teacher fosters the acquisition of sound social skills. In this way, children do not have to wait too long for a turn; inactive waiting for small children is, of course, conducive to pushing, shoving and other forms of conflict. Further, the children can be responded to as individuals rather than as members of a regimented group to be kept in line; and the teacher can respond with the amount and kind of help appropriate to each

each child's level of skill development.

This latter point is a most important one, for innumerable studies indicate that adult attention--that is, adult social reinforcement--is a powerful determinant of what and how children learn. These studies indicate that those behaviors which adults (teachers and parents) attend to are those that have a high probability of increasing in strength, while those which adults fail to attend to decrease in strength. Therefore, the rules for promoting good social skills are simple: Give full, undivided adult attention to appropriate social behaviors and ignore the inappropriate behaviors.

Unfortunately, most adults do exactly the opposite. If two active children are playing well together, the teacher seldom goes near them; the moment a fight or other disruptive acts occur, there is instantaneous adult intervention. Thus, according to the reinforcement paradigm, fighting and disruptive play are reinforced and will therefore increase, while cooperative play is ignored and will therefore decrease or fail to be learned. Further, the lonely, isolate child usually receives a great deal of adult attention when he is apart from other children; thus, his isolate tendencies only increase. Far better for the teacher to watch for moments when this child is in proximity with or engaged in parallel play with another child. This is the moment to give adult attention in order to positively reinforce the child's first approximations to social interaction.

During group-time activities, also, it is the cut-ups and disrupters who get the lion's share of teacher attention while those children who are attending quietly must wait and wait; in other words, the quiet ones are subtly punished for doing the appropriate thing: adult attention is withdrawn from them and given to the disrupters. The teacher, of course, should exactly reverse this situation in order to be effective. And the strategy is effective. It is amazing how soon a disruptive child runs down if he is completely and systematically deprived of an audience.

It is impossible to overemphasize the importance of adult attention for shaping desirable behaviors in the preschool child. Fortunately, it is one of the most available and natural commodities in the average preschool classroom. Thus, adult attention not only should but can be made contingent upon each child's appropriate behavior (or approximations to it). This means that careful observations must be made of each child. With these recorded observations, teachers are able to draw up guidelines for managing their own behavior (that is, presenting or withholding social reinforcement) contingent upon specified responses from the child.

Let us examine this type of contingency management by taking a detailed look at one of the children in the EEU Demonstration Classroom. Townsend was a four-and-one-half year old who managed to disrupt his classroom several times each day. He monopolized the doll corner, knocked children down, kicked over their play

materials, refused to join group-time activities, dumped over chairs and tables, had several severe and prolonged tantrums each week, and ran off from the group at every opportunity. For all of these disruptive activities he received a great deal of adult attention as teachers attempted to keep him in line. In addition, because he had been such a management problem on the bus that the driver had refused to have him as a passenger in the interest of the other children's safety, Townsend had his own private chauffeur, his case worker, to drive him to and from school. Neither seat belts nor threats had contained Townsend, and, as the bus driver pointed out, in the lock of a stranglehold from behind, he might well have lost control of the bus.

During the first few days in the demonstration classroom, the initial observation records, or baseline data, confirmed in full measure the referring teachers' reports. Townsend indeed had an excessively high rate of disruptive behaviors, an excessively low rate of socially appropriate behaviors. But even a low rate provides something for the teacher to build on, provides him with at least some first approximations of socially appropriate behaviors toward which he can turn his attention.

After the baseline data were collected and Townsend adapted to the classroom, giving every evidence that he was as "at home" there with the new teachers as he had been in his home classroom with his former teachers, modification procedures were initiated. Teachers agreed to ignore any disruptive behaviors, but to give almost continuous attention to Townsend at all other times. If he refused to join the group-time activity, he was neither coaxed nor

fetched. Teachers simply carried on calmly, oblivious to the tables and chairs and housekeeping furniture being dumped over in the background. They found it necessary, of course, to increase the content and interest of their group-time presentations in order to hold the attention of the other children. But this simply provided a higher quality of adult social reinforcement for the children who were attending--and rightfully so. The master teacher often participated during these periods in order to demonstrate the necessary techniques and then slide out as the teacher in training picked up the cues. On the fifth day, when Townsend joined the group midway through the session, the teacher warmly but mater-of-factly included him in the discussion, sang a song about his striped shirt and made sure that he had one of the most interesting color discrimination sets to manipulate.

On the first two days when teacher attention was withdrawn contingent upon Townsend's disruptive acts, these disruptive acts reached a new high. This is fairly typical of many of the earlier modification studies. One might speculate that the child is testing the teachers' limits, trying to see if this new regimen is "for real"--pushing out the boundaries to see just how much it will take to break down the adults' stamina. Teachers must have fortitude to withstand the first few days, but the ultimate rewards are generous for both teacher and child.

Gradually the data on Townsend's classroom behavior indicated that disruptive acts were becoming fewer and fewer. Townsend

ceased to paint the walls, dump and smear his food on the floor, overturn furniture, run away, hurl himself on teachers or children or engage in the bellowing tantrums that had forced teachers to clear the room of all adults and children.

Most importantly, with the decrease in disruptive behaviors, teachers could spend a great deal more time with Townsend, reinforcing him in the early stages of socially adaptive behaviors. In these early stages, Townsend engaged mostly in isolate play in the housekeeping corner. Here the teacher partook of the make-believe food Townsend "cooked," or wiped dishes for him, chatting companionably about the shared activity. Then the teacher slowly began to introduce one other child into the area, setting up parallel play situations and continuing to reinforce appropriate responses on Townsend's part. When the data indicated that Townsend was responding well to the parallel play situations, the teacher slowly and carefully structured cooperative play ventures, keeping them of very short duration at first. On the few occasions when Townsend reverted to one of his disruptive acts, such as dumping the table over or squashing his play dough in another child's face, the teacher simply gathered up the victim without a word to Townsend and departed to engage the other child in an equally interesting activity with a more sociable companion. The same procedures were used in all areas.

In many cases, however, Townsend did not have the necessary skills to engage in the activity on a solo basis. This was particularly true of play with blocks. Here teachers carefully

taught the rudiments of block-building: "You put one here and I'll put one there. Where shall we put this one?" and so on. As he gained skills with the blocks, teachers then began to introduce to his situation another child or two, according to the schedule in the preceding example. While all of this took a great deal of teacher time, the data indicated that it represented no greater time investment than that accorded to Townsend during the early days when teacher-attention was contingent upon havoc and disruption.

As play with materials and with other children began to gain reinforcing properties of their own for Townsend through being paired with the adult reinforcement, teachers began to decrease gradually the amount of attention which they were giving to him. This is an extremely sensitive part of the program, for if the reinforcement schedule is made lean too rapidly, desirable behavior may be lost. On the other hand, if reinforcement is continuous over too long a period, the desired behaviors fail to become self-maintaining. The only valid guidelines here are a daily scrutiny and evaluation of the data before formulating, at the end-of-the-day teachers' meeting, the guidance procedures for the next day.

During his fourth week in the demonstration class, when Townsend was beginning to make great strides in the acquisition of social skills, the teachers decided to program his re-entry into the world of bus riders. Again, a step-by-step program was

planned. To insure "errorless learning" (mandatory, the teachers felt, in this particular situation), a teacher-turned-peanut-dispenser rode the bus. Thus, when the bus driver buckled Townsend into his seat belt, the teacher was on hand to hand him immediately a couple of peanuts and to comment warmly, "Good, you are sitting quietly, all buckled up snug in your seat belt." She dispensed peanuts to all of the other children in the bus with similar friendly comments and repeated this procedure every two or three minutes during the fifteen minute ride. On the second and third day she gave out peanuts only three times, but frequently praised Townsend, as well as the other children, for their appropriate sitting behavior. On the fourth day she gave out no peanuts during the ride, but told the children that because they all were sitting so quietly in their seat belts all the way home, she would give them peanuts when they got off. Again she praised them several times during the ride. On the fifth day she did not ride the bus, but met Townsend at his home bus stop. When the bus driver lifted Townsend down, the teacher asked the driver whether Townsend had stayed buckled up all the way home. When the bus driver said that he had, the teacher patted Townsend affectionately, praised him, and gave him a small sucker. The next day the procedure was the same, except that the sucker was omitted. Thereafter, for several weeks at infrequent intervals, a teacher met the bus at Townsend's home and presented him with one of the toys that volunteers had gathered to give to Head Start children so that they might have play materials in their homes.

Since it was during the second week, after only a few days of successful homeward-bound bus riding, that Townsend was placed in the bus for the ride to school without benefit of special procedures, the teachers were anxious that they might have moved too fast in this phase. But Townsend accomplished this and successive rides without incident. After this, it was a proud little boy who got off the bus each morning, with a huge smile proclaiming that he had ridden the bus all by himself, buckled up all the way, now eager and willing to participate in the many social, verbal and preacademic activities that were offered to the children each day.

This, then, is the Experimental Education Unit Demonstration Classroom--a classroom in which, for all children, inappropriate behavior receives no adult attention, but where adult attention is warmly and readily available to every child as he engages in the many desirable responses that are possible within the carefully programmed preschool experience.

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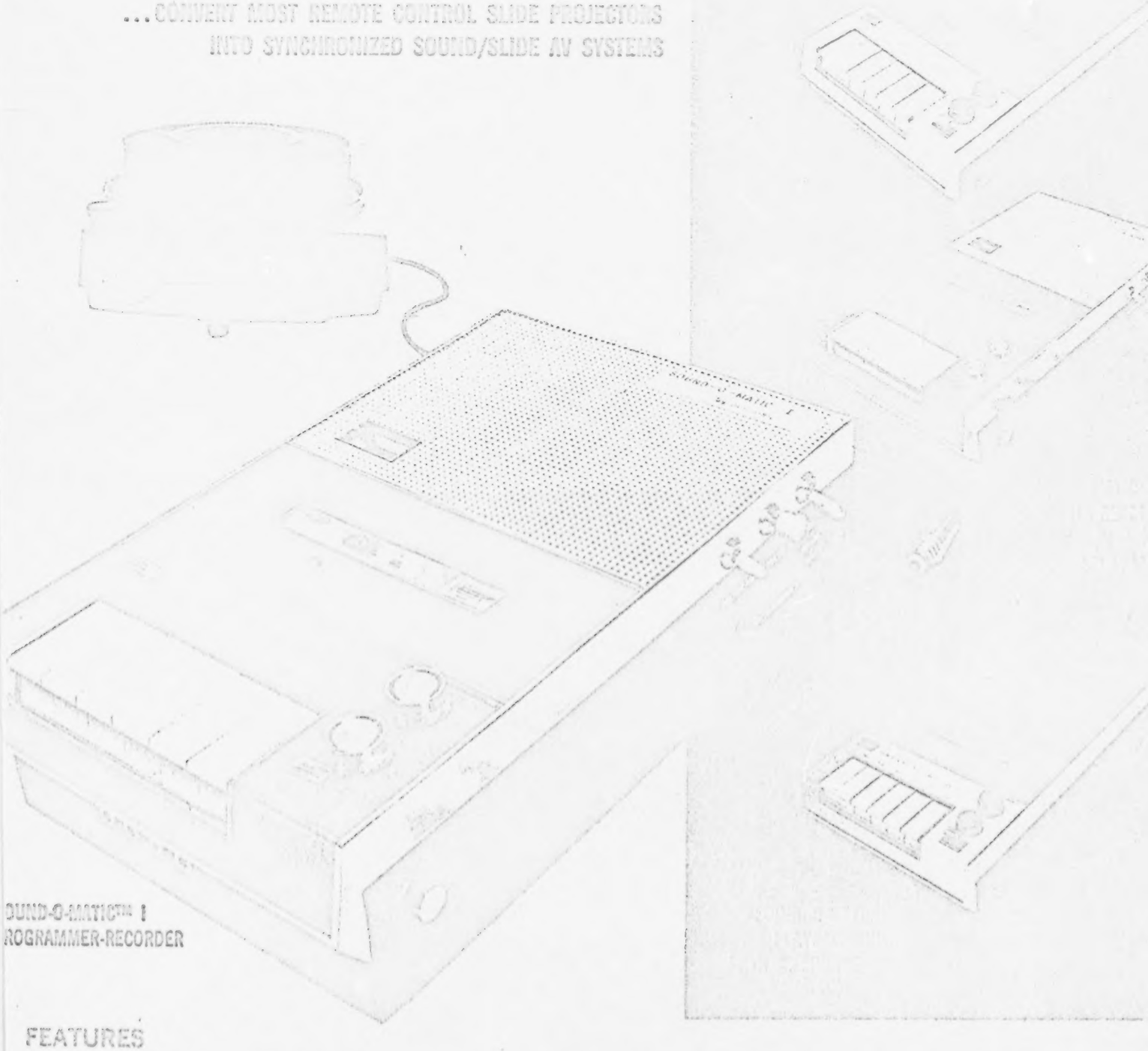
SOUND-O-MATIC™

PROGRAMMER-RECORDERS AND PLAYBACK UNITS

...CONVERT MOST REMOTE CONTROL SLIDE PROJECTORS INTO SYNCHRONIZED SOUND/SLIDE AV SYSTEMS



SOUND-O-MATIC™ I
PROGRAMMER-RECORDER

FEATURES

- Fully automatic, synchronized sound/slide presentation
- Compatible with most remote-control slide projectors
- Audio record function permits user to record his own audio material anywhere, anytime, and from any source, including phonograph records, reel-to-reel tape recordings, TV and radio broadcast, and live performances
- Economical, rugged, lightweight, and compact
- Snap-in Philips-type cassette provides up to 60 minutes of high-quality monaural audio
- Cassette eliminates tape handling and threading
- Solid-state, transistorized circuitry for instant warm-up, long life, and cool operation
- Deluxe features include tone control, cassette ejector, external speaker jack, and auxiliary input jack
- A.L.C. circuit insures perfect voice recording level
- High-quality microphone with remote start/stop feature
- Battery or AC operation
- VU meter and battery life indicator
- Optional 'response' feature
- Authorized for GSA Procurement

SPECIAL SOUND-O-MATIC™ I/III FEATURES

- Three-in-one unit combines complete record, playback, and programming functions
- Easy-to-use programming controls
- Erase control permits deleting any or all advance and pause signals to change programming without affecting recorded audio material
- Professional-type 3-digit tape counter

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SOUND-O-MATIC™

PROGRAMMER-RECORDERS AND PLAYBACK UNITS

SOUND-O-MATIC™ programmer-recorders and playback units readily convert most remote-control slide projectors into completely automatic sound/slide projection systems that offer up to 60 minutes of synchronized sound in addition to the ease of cassette loading. Translating ordinary slide presentations into audiovisual shows whose impact is enhanced by their exceptional audio quality, these units are now available in a complete range of models designed for all AV applications including teaching, training, and selling.

WIDE RANGE OF MODELS

SOUND-O-MATIC™ units are presently available as four distinct models to fulfill the diverse requirements of teachers, training directors, sales and marketing executives and clergymen.

- SOUND-O-MATIC™ I Programmer-Recorder: In addition to controlling slide projector operation and recording audio material, this unit has the capability of recording inaudible slide advance signals into the cassette, and erasing them at will.
- SOUND-O-MATIC™ III Programmer-Recorder: Similar to the SOUND-O-MATIC™ I unit, this model is additionally equipped with a 'response' feature designed for teaching and training applications where test-taking is involved. It is also equipped to record and erase inaudible 'response' signals.
- SOUND-O-MATIC™ II Playback Unit: This economical unit is designed to play back pre-programmed cassettes. It retains, however, all the features of a high-quality cassette type recorder, and thus is fully capable of audio recording, as well as of slide projector control.
- SOUND-O-MATIC™ IV Playback Unit: Similar to the SOUND-O-MATIC™ II unit, this model is also equipped with the 'response' feature.

VERSATILE DESIGN

Offering both convenience and economy, every SOUND-O-MATIC™ unit combines, in a single package, all the features of a high-quality, portable cassette tape recorder with the advantages of a professional slide projector programmer. Slide advance is automatically controlled by inaudible signals recorded in the cassette, and, as a result, sound and slides are always synchronized.

EASY CASSETTE PROGRAMMING

SOUND-O-MATIC™ I/III units also incorporate a cassette programming capability. This function comprises only three controls, all of which are mounted on a separate panel that eliminates confusion and prevents inadvertent changes in sound/slide synchronization (an additional control for programming 'response' pauses is included on the SOUND-O-MATIC™ III unit). All the user does to program each slide advance or 'response' pause is listen to the audio playback and momentarily press a button each time an advance — or pause — is required. Suitable erase controls permit deleting unwanted programming signals without affecting the audio material recorded in the cassette.

OPTIONAL 'RESPONSE' FEATURE

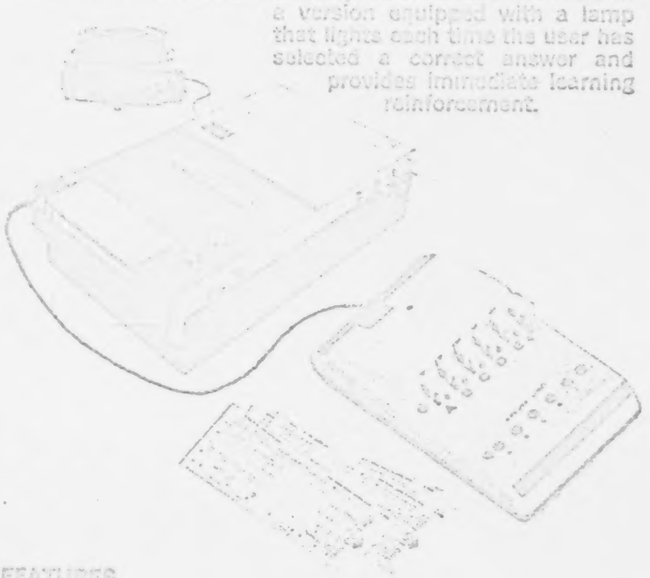
SOUND-O-MATIC™ III/IV units, while otherwise similar to SOUND-O-MATIC™ I and II models, are equipped with a 'response' feature that permits a programmed pause in the audio presentation to take place while a slide is being projected. The presentation is restarted by pressing a conveniently located push-button or by using a lightweight remote control switch that plugs into the unit. Both devices facilitate test-taking by allowing the student or trainee sufficient time to answer questions displayed on the screen. SOUND-O-MATIC™ III/IV units can also be used with the Optisonics Responder, which records the answers on a punched card while restarting the presentation (see box).

EASY OPERATION

SOUND-O-MATIC™ programmer-recorders and playback units distinguish themselves by their simplicity of operation. All record and playback controls are of the easy-to-operate keyboard type, while a foolproof safety interlock prevents the accidental erasure of pre-recorded material.

RESPONDER

The Optisonics Responder is a semi-automatic testing device designed to be used with SOUND-O-MATIC™ III/IV units. The Responder enables the student or trainee to record his multiple-choice answer to a question displayed on the projector screen by pressing one of the unit's keys, which punches a hole in the EDP-compatible answer card and restarts the audiovisual presentation. Completed answer cards can later be graded by a variety of specially developed techniques that range from manual — but rapid — to semi-automatic. The Responder is also available in a version equipped with a lamp that lights each time the user has selected a correct answer and provides immediate learning reinforcement.



FEATURES

- Rugged, high-impact plastic construction with only one internal moving part
- Records responses while stimulating student interest
- Allows each student sufficient time to answer questions
- Standardized, EDP-compatible answer cards facilitate grading

SPECIFICATIONS

Models: SOUND-O-MATIC™ I Programmer-Recorder
SOUND-O-MATIC™ II Recorder (Playback Unit)
SOUND-O-MATIC™ III Programmer-Recorder with 'response' feature
SOUND-O-MATIC™ IV Recorder with 'response' feature (Playback Unit)

Media: Standard Philips-type tape cassette

Tape Speed: 1⅞ IPS

Recording Time: 15, 30, 45, or 60 minutes

Projector Synchronization: Fully automatic slide/sound synchronization by inaudible 1000-Hz signal (SOUND-O-MATIC™ I) or 1000- and 150-Hz signals (SOUND-O-MATIC™ III)

Frequency Response: 75 to 10,000 Hz

Power Output: 1 watt

Signal to Noise Ratio: Greater than −45db

Wow & Flutter: Less than 0.3% RMS

Bias & Erase: AC Type

Fast Forward & Rewind Time: 80 Seconds

Size: 11½" x 7" x 3⅛"

Weight: 5 Pounds

Power Source: 117 Volts AC 50/60 Hz, or 9 volts DC (6 "C" Cells)

Compatibility: Remote-control Kodak Carousel projectors and most other remote-control slide projectors

NOTE: As an option, SOUND-O-MATIC™ III/IV units can also be made compatible with Kodak Ektagraphic MFS-8 motion picture/filmstrip projector

GSA Procurement Information (SOUND-O-MATIC™ I):
FSC Group 58, Part III, Section B.
Contract No. GS-00S-82917.
Special Item No. 136-24.

OPTISONICS CORPORATION
Montgomeryville Industrial Park / Montgomeryville, Pa. 18936; 215-362-0111

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October 5, 1970

OPTISONICS CORPORATION
Montgomeryville, PA. 18936
(215) 368-0111

WARRANTY SERVICE STATIONS

The warranty stations listed below are in most part dealer service stations and some service stations only. These dealers and service stations by agreement with Optisonics Corporation will repair our equipment covered by our warranty within the warranty period at no charge for parts or malfunction.

If there are any charges for parts and/or labor on any repairs covered by our warranty, please contact Service Department, Optisonics Corporation, Montgomeryville, Penna. (215) - 368-0111. Our dealers stand ready to serve you. Note: If for any reason our service stations cannot accommodate you, please contact the factory.

* * * * * *

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dio Visual Film Ser., Inc.
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rmingham, Alabama 35203
5-328-5231

ANSAS
anley Sound, Inc.
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. Little Rock, Ark. 72114
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IZONA
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oenix, Arizona 85017
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o Al[illegible]al. 94303
-32[illegible]440

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lywood, Cal. 90028
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Diego, Cal. 92103
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Miami, Fla. 33127
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Marbaugh Eng. Supply Co., Inc.
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Billings, Montana 59101
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Latham, N.Y. 12110
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716-854-8022

Syracuse A.V., Inc.
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Syracuse, N.Y. 13203
315-474-1096

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Stone's Southern Sch.Supply Co.
329 W. Hargett St.
Raleigh, N.C. 27602
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500 E. 4th St.
Charlotte, N.C. 28202
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631 N.P. Ave.
Fargo, No. Dakota 58102
701-235-6651

Colborn School Sply. Co.,Inc.
202 De Mers Ave.
No. Forks, No. Dakota 58201
701-775-5591

Northern Sch. Sply. & Equip.
8th St. & No. Pacific Ave.
Fargo, No. Dakota 58102
701-235-1949

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Harpster A.V. Equipment
7777 Exchange St.
Cleveland, Ohio 44126
216-524-5870

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1945 Franklin Ave.
Toledo, Ohio 43601
419-246-3691

OHIO (cont'd.)
Brand Studios
1208 Central Parkway
Cincinnati, Ohio 45210
513-721-1462

Arlington Visual Audio Ctr.
2122 Tremont Center
Columbus, Ohio 43221
614-488-9444

OKLAHOMA
Braunlich Equipment
936 So. Canton St.
Tulsa, Oklahoma 74112
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Educational Systems
1101 S.E. Salmon St.
Portland, Oregon 97214
503-232-1141

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Williams Brown & Earle,Inc.
904-906 Chestnut St.
Phila., Pa. 19107
215-WA3-1800

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Div. of The Camera Shop,Inc.
Lawrence Park Ind. Ctr.
485 Parkway So.
Broomall, Penna. 19008
215 KI4-8700

Cornell Visual Aid
6910 Market St.
Upper Darby, Penna.19082
215-JA8-5494

Barrie Studios
337 W. Montgomery Ave.
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746 Hanover Ave.
Allentown, Penna. 18103
215-433-6001

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2009 N. Third St.
Harrisburg, Penna. 17105
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Ponce De Leon 1006 PDA 15
Santurce, Puerto Rico 00908
722-0753

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Graham Photo Supply, Inc
100 W. Camperdown Way
Greenville, S.C. 29602
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Triangle School Service
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Sioux Falls, S. Dakota 57104
605-336-3777

Taylor A.V., Inc.
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Huron, So. Dakota 57350
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Houston, Texas 77002
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T.E.A.D.
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Dallas, Texas 75207
214-747-9343

Bauer Audio Video
2911 No. Haskell at Expressway
Dallas, Texas 75204
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Seattle, Wash. 98119
206-283-3070

WEST VIRGINIA
Lovett & Co., Inc.
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Clarksburg, W. Va. 26301
304-269-3170

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340 No. Plankinton
Milwaukee, Wisconsin 53203
414-271-2252

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506 Main Street
La Crosse, Wisconsin 54601
608-782-1565

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Frazer Audiovision Ltd.
105 King Street, W.
Toronto, Ontario
416-368-1517

A.V.A. Ltd.
1180 St. Antoine St.
Montreal, 102, P.Q.
514-861-8506

Audio Visual Dynamics Ltd.
6035 Cote De Liesse
Montreal 377, Quebec
514-342-4450

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Audiomatic s.r.l.
Corso Porta Romana 121
20122 Milan
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MEXICO
Profosa
Medellin #43
Desps. 404 y 405
Mexico 7, D.F.

THE NETHERLANDS
TSI Nederland
25 Nieuwe Prinsengracht
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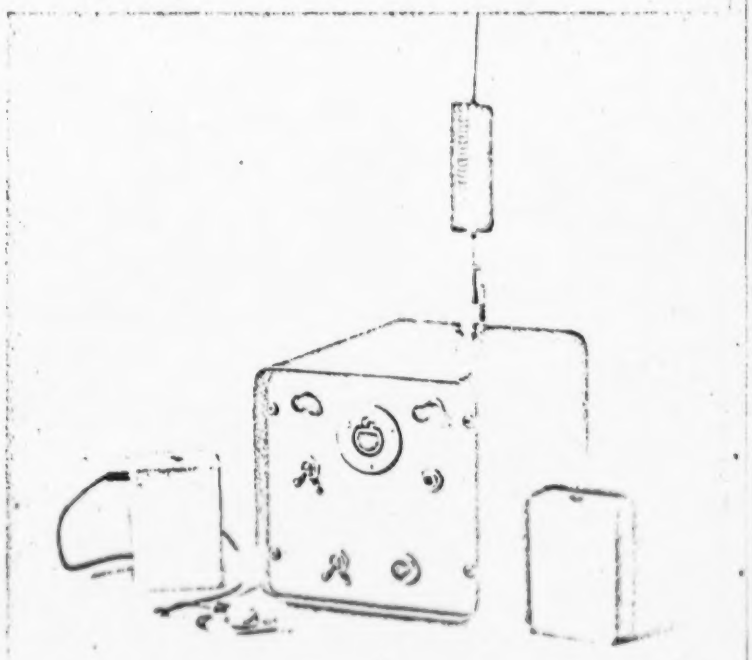
CS-10 WIRELESS CUING SYSTEM

TECHNICAL BULLETIN 3040

The CS-10 System is specifically designed for wireless cuing and voice communication with personnel on e studio floor of broadcast and TV stations such as directors, producers, lighting personnel, camera men, etc. .e CS-10 System is also ideally suited for the cuing and prompting of performers or in any other application ıere reliable wireless contact with personnel in confined areas is required. The CS-10 System has also been ry successful in sound reinforcement applications such as churches and hard of hearing uses in theaters.

The CS-10 Cuing Transmitter is a compact unit measuring ½" x 6½" x 8" and employs a whip antenna. The system may powered from the 110 Volt line or from a 9 Volt battery and e Transmitter can be remotely energized. The system has in- t provisions for a 50 Ohm microphone. The Transmitter will sily cover areas up to 30,000 square feet including all studios, orts arenas such as Madison Square Garden, large hotel ball- oms, theater stages, etc. The equipment will in no way inter- e with any other low level lines located in these areas.

The CS-10 Wireless Cuing System employs the PM-10-C ing Receiver which comfortably fits into a coat or shirt pocket. e Receiver is completely transistorized and does not require / external antenna. The Receiver has a switch and volume ıtrol and has a 4 Ohm, 300 MW audio output which easily ves any type earphone or small speaker.



The CS-10 Wireless Cuing Transmitter with two Receivers.

Technical specifications for the CS-10 System are outlined ow:

RHA - AUDIO COMMUNICATIONS, INC.
625 60TH. STREET
WEST NEW YORK, NEW JERSEY 07093

CS-10 TRANSMITTER SPECIFICATIONS

ransmitter Input Power:	100 Milliwatts
ransmitter Frequency:	27 MC
ircuit:	Completely transistorized, crystal controlled Oscillator.
udio Input:	50 ohms, –55 DB for 100% Modulation
ntenna:	50 ohms (Base Loaded Whip Included)
CC Requirements:	Meets all FCC regulations, no license required
ower Requirements:	110 V AC or 9 V DC
ize:	6½" high x 6½" wide x 8" deep
eight:	3 pounds
rice:	$245.00

PM-10-C RECEIVER SPECIFICATIONS

Receiver Frequency:	27 MC
Circuit:	Completely transistorized, crystal controlled superheterodyne
Audio Output:	4 ohms, 300 Milliwatts into ear- phone
Power:	9 V Battery (TR146 Mercury or equivalent, or standard 2U6)
Size:	2¼" wide x 1" deep x 3⅜" high
Weight:	4½ ounces
Price:	$39.95

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PACKET III

TRANSPARENCIES AND SCRIPT: A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

PACKET III

A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

Let us turn now to a discussion of the different systems which must be included as part of the working model. A brief description will be given of each of the systems deemed essential to this model. In the short time available for this presentation, it is quite likely that more questions will be raised that can be answered here.

Functions System

The first transparency (Figure 1) shows the relationship of the different functions of the Experimental Education Unit--professional training, research and service--to our primary goal or objective: Improvement of Instruction and Performance. Note that the training, research and service functions are overlapping; our efforts to improve the performance both of handicapped children and of those who serve these children are reflected in professional training and research programs in the various disciplines represented in the Child Development and Mental Retardation Center. Undergraduate, graduate and post-doctoral training programs are the primary responsibility of the departments and colleges within the University. The Experimental Education Unit provides a laboratory and natural setting for a wide variety of practicum experiences essential to these training programs. The work of the Unit also extends into the community where cooperative programs are under-

taken with school districts and state agencies. In addition, there is a close working relationship with many local and state organizations working in the service of handicapped children.

The Multidisciplinary System

Figure 2 shows the Multidisciplinary System operating within the Center; the disciplines represented are: behavioral sciences, bio-engineering, child development, developmental biology, education, genetics, home economics, medicine, nursing, social sciences, social work and speech pathology and audiology. Each of the disciplines shown on the Figure is broad enough to encompass a number of sub-specialties. The important point is that within the Center there are opportunities and administrative channels which permit representatives from these different disciplines to work together to achieve the Center's goals: advancing and sharing knowledge relevant to training, research, service, technology and dissemination of information.

Administrative System

Figure 3 shows the Administrative System or organization within the University. The administrative staff of the Experimental Education Unit is responsible both to the College of Education and to the Child Development and Mental Retardation Center. The Department of Education is organized into six Area Committees: Curriculum and Instruction, Educational Administration, Educational Psychology, Higher Education, Social Foundations and Special

Education. Although the Unit works with representatives from all of the areas, its closest working relationships are with the Special Education Area Committee. Four staff members who serve on the Special Education Area Committee are housed at the Experimental Education Unit.

The Child Development and Mental Retardation Center comprises four units: Behavioral Research, Clinical Training, Medical Research and the Experimental Education Unit. Staff members of the four units collaborate on many programs. Further, the units' relationships to each other are administratively coordinated by the Center's Director and by its Executive Committee. The administrative system fosters the Center's goals such as improved communication, coordination and administration of all programs.

Within the Experimental Education Unit, the administrative staff works closely with five instructional teams and with six research teams. The administrative work of the Unit is also enhanced by a number of advisory, consultant, professional training and research committees.

Instructional System

The use of performance measurement and evaluation for improving classroom instruction is the strategy applied in programs at the Unit. Essentially, this strategy involves the teachers' use of functional, continuous performance measurement techniques with children in classroom settings. On the basis of the information that teachers obtain from these measurements, they make decisions

about optimal learning conditions for each child. These considerations include:

- -the arrangement of the learning environment--the classroom;
- -the size of the instructional group;
- -the instructional materials;
- -the format for displaying instructional cues;
- -the arrangement of instructional and practice materials;
- -the confirmation of accuracy of responses and feedback to the child;
- -the events and conditions associated with correct and error responses which can be used to strengthen the rate of correct responses; and
- -the educational technology and instructional media which can be used to make the instructional process more effective and efficient.

All of these elements can be arranged systematically to improve instruction; the effects of improvement are shown on a record of the child's performance. The process of systematically arranging, rearranging and refining instruction is basic to the program at the Experimental Education Unit.

The Measurement Strategy

In providing services to handicapped children, the Experimental Education Unit emphasizes continuous measurement of performance as a means to improving instruction. Measures are used to evaluate curricula and motivational techniques--particularly behavior modification tactics--and to determine response deficits and excesses of individual children. The continuous measurement

procedures, as employed at the Unit, provide feedback on the success or limitations of virtually any dimension of the total program.

This strategy is based on the assumption that an individual child functions best in a program tailored to his own response characteristics. The emphasis on measurement allows the classroom teacher, resource person, or administrator to determine the effectiveness of a given set of environmental conditions on a child or group of children. The feedback from this system permits evaluation at any point in time, and not just at predetermined testing periods.

There are four basic steps which must be implemented in any child's instructional program. First, there is a careful pinpointing of the pupil's behaviors which interfere with learning. Then there is a statement of the target or behavioral objectives for reducing interfering behaviors or increasing those behaviors which are desirable. The behaviors to be measured must: (1) involve movement, (2) be capable of child control, and (3) be repeatable--that is, the movement must have a definable beginning and ending. A unit of behavior which meets these criteria is called a movement cycle. Examples of movement cycles are talk-outs, out-of-seat behaviors, or writing letters, writing numbers and saying words.

The second step is the determination of the child's precise lesson plan to insure consistent and accurate arrangement of

teaching conditions. This method of planning allows for changing both instructional and motivational procedures. Having accurately specified the teaching plan, a teacher is later able to determine which components were functional for any individual pupil. The third step is the daily charting of pupil performance to provide the teacher and the pupil with a visual display of the effectiveness of the teaching plan. The fourth step is the analysis of the performance to determine the effect of the various teaching plans. A fifth step may be recycling when necessary.

Continuous measurement procedures may take various forms, depending upon the kinds of behaviors studied. With most school-age children, performance is looked at in terms of rate and efficiency. By tracking the occurence of movement cycles over time, one can observe a number of dimensions. The following discussion will elaborate on these dimensions and their usefulness for educational planning.

Briefly, <u>speed</u>, or rate, of performance is an important behavioral measurement. This is not to imply that the rate of all behaviors should increase. It will be desirable to accelerate the speed, or rate, of some behaviors such as appropriate attending and responding. It will be desirable to decrease the rate of other behaviors and to maintain the rate of still others at their current level. To determine rate of performance is relatively simple. One merely counts the number of times a given event occurs

and notes the length of his counting time. He then divides the count by the time to find rate. It is useful to use a common unit of time so that data from different sources will be comparable. Movements-per-minute has proved to be a convenient unit, and its use is fairly widespread. For example, reading teachers have long used words-per-minute as a measure of reading ability.

Another dimension of rate--accuracy--is generally expressed as percent correct. It is an expression of the relationship between right and wrong answers, and does not reflect the pupil's speed of work. However, there is a way to retain the benefits of both the quantity (speed) and quality (accuracy) statements. After considering the relationship between correct performance rate and error performance rate, one can make a statement about quality. In addition to speed and accuracy, measurement of rate provides a determination of pupil improvement over time.

Another measurement procedure used primarily for preschool social activities employs a General Response Code developed at the University of Washington. This is a system of continuous time sampling: a recorder observes a child for 10 seconds and records his observations for 5 seconds on a specially designed form which allows him to collect information on a child's verbal responses, interaction with peers, type of play, span of attention, and amount of teacher attention. Symbols may be altered or added to accommodate individual children's specific behaviors.

After several days of recording and plotting the observed behavior, teachers may analyze the data in order to determine how

to change environmental events (antecedent and consequent stimuli) to alter the child's behavior to the desired response pattern. Because of continual recording and accurate record-keeping on many aspects of the environment, the teacher has a wealth of information available for developing instructional plans for the group as well as for individuals. For example, trends in the data can be analyzed in terms of reinforcement schedules, items in the reinforcement "menu", and the selection of instructional and/or play materials.

Instructional Programs

The principles of applied behavior analysis serve as a basis for the procedures used in the intensive investigation of instructional programs. Direct and continuous measurement of the child's performance gives immediate information on the effects of antecedent arrangements (instructional programs) and consequences (reinforcement). Such data have value in (1) developing and refining original programs, (2) adapting existing experimental programs, and (3) adapting existing commercial programs. These benefits are apparent in current curricular research and instructional program development at the Unit.

To summarize, Figure 4 shows the essential components of the Instructional System designed to improve pupil instruction and performance. The teacher must pinpoint pupil behaviors which interfere with learning; state the pupil's behavioral objectives in measurable terms; develop a teaching plan; chart pupil performance; and analyze the data. All teaching decisions are made

on the basis of the analysis of data. A fifth step is recycling where necessary.

The Staff Training System

The Experimental Education Unit operates staff raining programs in its own facility and in field settings. The selection of staff to serve in the Unit, or as coordinators or supervisors of field programs, is based on the performance record of the applicant. The policy is to promote "within house"; thus, an opening for an assistant teacher or a head teacher would ordinarily be filled by a person who had served as a teaching intern or as a teacher in the Unit. In order to qualify for a teaching intern assignment, the applicant must have completed a bachelor's degree and must be admissible both to the Graduate School and to an advanced degree program in Special Education. Some applicants may have had practicum experiences at the Unit or may have served as volunteers in the program and thus, are acquainted with it. The performance records of these individuals are reviewed; instructional team coordinators review other information and make recommendations to the administrative staff about selection and assignment of applicants. The prospective staff member should know the goals and functions of the Unit and should determine whether these are compatible with his personal objectives. The individual must be able to work with the other members of the instructional team and to focus on the improvement of instruction and performance of children. Teaching in

a demonstration setting is like performing before an audience. There may, in fact, be an audience in the observation booths; or there may be television or motion picture cameras--used frequently in the classrooms to record information about behaviors, procedures or teaching techniques for use in training and research programs.

The extent to which the Unit staff participates in the selection and assignment of staff in field programs varies, depending upon a number of factors such as the source of fundnng for the program, the time at which the cooperative program is begun, and the type of program in which training takes place. For example, some training programs are designed to serve para-professionals rather than professionals. Thus, a functional training system (See Figure 5) must take into account the nature and the extent of the trainee's initial preparation, his knowledge of the instructional system described earlier, whether he is a student in a university program or a teacher or para-professional in service, and his work assignment. The trainers move as quickly as possible toward helping the trainee become proficient in understanding and applying the principles involved in the several components of the instructional system and in the use of natural reinforcers in the classroom setting. A dynamic training program is heavily dependent upon feedback from those in the training program and from the response records of the children being served. Such feedback is essential for improving instruction and performance of both pupils and trainees. It is also essential in research designed to improve initial

training programs in colleges, universities and in district in-service programs.

The goal of the training system is to prepare well-trained professionals and para-professionals--to improve their instruction and performance. This objective may require as much individualization of instruction as is required for improving the performance of children. If the trainee is not successful, we must examine the program; if the pupil is not making progress, we must examine his program and our procedures.

Evaluation System

Evaluation is fundamental to the concept of accountability. Exemplary preschool centers have a responsibility to develop and provide programs which will effectively maximize the potential of children with a variety of handicapping conditions. They must also provide effective training programs for personnel serving handicapped children. The evaluation of a project such as the Model Preschool Program or the evaluation of the effects of the program in terms of pupil progress require some careful planning. Both internal and external evaluation can be of great assistance in the improvement of instruction and performance.

In the Experimental Education Unit Model Preschool Center, internal evaluation is integral to the program. (See Figure 6a) The basic steps in the evaluation system for measuring the effectiveness of the project are:

1. Formulate measurable objectives
2. Specify data requirements to measure objectives
3. Collect interim data
4. Conduct interim evaluation
5. Modify objectives, data requirements or data collection procedures where necessary
6. Repeat interim procedures
7. Conduct final evaluation

The basic steps (See Figure 6b) necessary to evaluate individual improvement of performance are:

1. Gather baseline data
2. Set long-range objectives
3. Set intermediate objectives
4. Determine data requirements
5. Conduct interim evaluation
6. Modify procedures where necessary
7. Recycle where necessary
8. Evaluate long-range objectives for individual pupil or teacher
9. Summarize effective instruction techniques
10. Document improvement of performance

The goals to be attained through the evaluation system are the improvement of instruction, performance and service.

The Staff Training Model

If deliberate, systematic and consistent procedures for development, implementation, evaluation and refinement of programs

are the goals of a project, a systems approach may be helpful in formulating a model appropriate to the setting in which the project is conducted.

The staff training model at the Experimental Education Unit reflects the following systems described in this presentation: the functions system, the multidisciplinary system, the administrative system, the instructional system, the training system and the evaluation system.

The staff training model, shown in Figure 7, is an attempt to show how the goals of the project may be derived simultaneously through both nomothethic and idiographic dimensions.

Society or the social system establishes institutions of higher learning which include schools, colleges, departments and centers such as the Child Development and Mental Retardation Center and the Model Preschool Center for Handicapped Children. The functions system, the multidisciplinary system and the administrative system determine, in large measure, the overall objectives and instructional programs to be pursued.

Within the University, different groups such as the faculty of the College of Education or the staff of the Experimental Education Unit perform specific role functions in the attainment of overall expectations and these roles determine their performance behaviors.

The idiographic dimension of the model is shown at the bottom of Figure 7. The individual trainee comes from the social system

which has no doubt influenced him as much as it has influenced the institution he will enter. Within the Experimental Education Unit, the individual trainee will be assigned to a particular team or teams necessary to administer and carry forward the objectives of the total program. The total program reflects the instructional system of the service program and the functional training system for the preparation of professional and para-professional personnel. The service program and the instructional procedures employed are essential to the professional training and research programs. The performance behaviors of all those responsible for the successful functioning of the several systems are evaluated in terms of output consistent with behavioral objectives. Some variations in the evaluation system are necessary depending upon whether the evaluation applies to an individual pupil or trainee, to a particular group, or to a program or project.

Any staff training model must, of necessity, operate within some type of framework. Figure 8 shows the framework in which the Experimental Education Unit model functions. One of the principal reasons for establishing the Child Development and Mental Retardation Center was to provide a facility in which representatives from different disciplines could work together in the training of personnel to work with handicapped children. Planning and establishing the Center and implementing programs within a complex multidisciplinary setting requires much time and the talents and efforts of many people. Many individuals and groups on local,

state and national levels must cooperate and coordinate their efforts to initiate, maintain and improve training programs. Without the assistance of legislators, advisory and executive committees, local organizations, state organizations, national organizations and professional consultants, the Center might have been nothing more than an "impossible dream." But along with other private individuals and groups in the community and in state and federal agencies, all these groups and organizations provided invaluable support in the establishment of the Center. Appropriately supporting the lower part of the frame for the Staff Training Model are those involved in the University, Center and Experimental Education Unit administration, the dedicated staff, the pupils and their parents and the cooperating schools. Good working relationships must be established both within the program and with all those representing community agencies and resources which have some relationship to the project.

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

FUNCTIONS SYSTEM

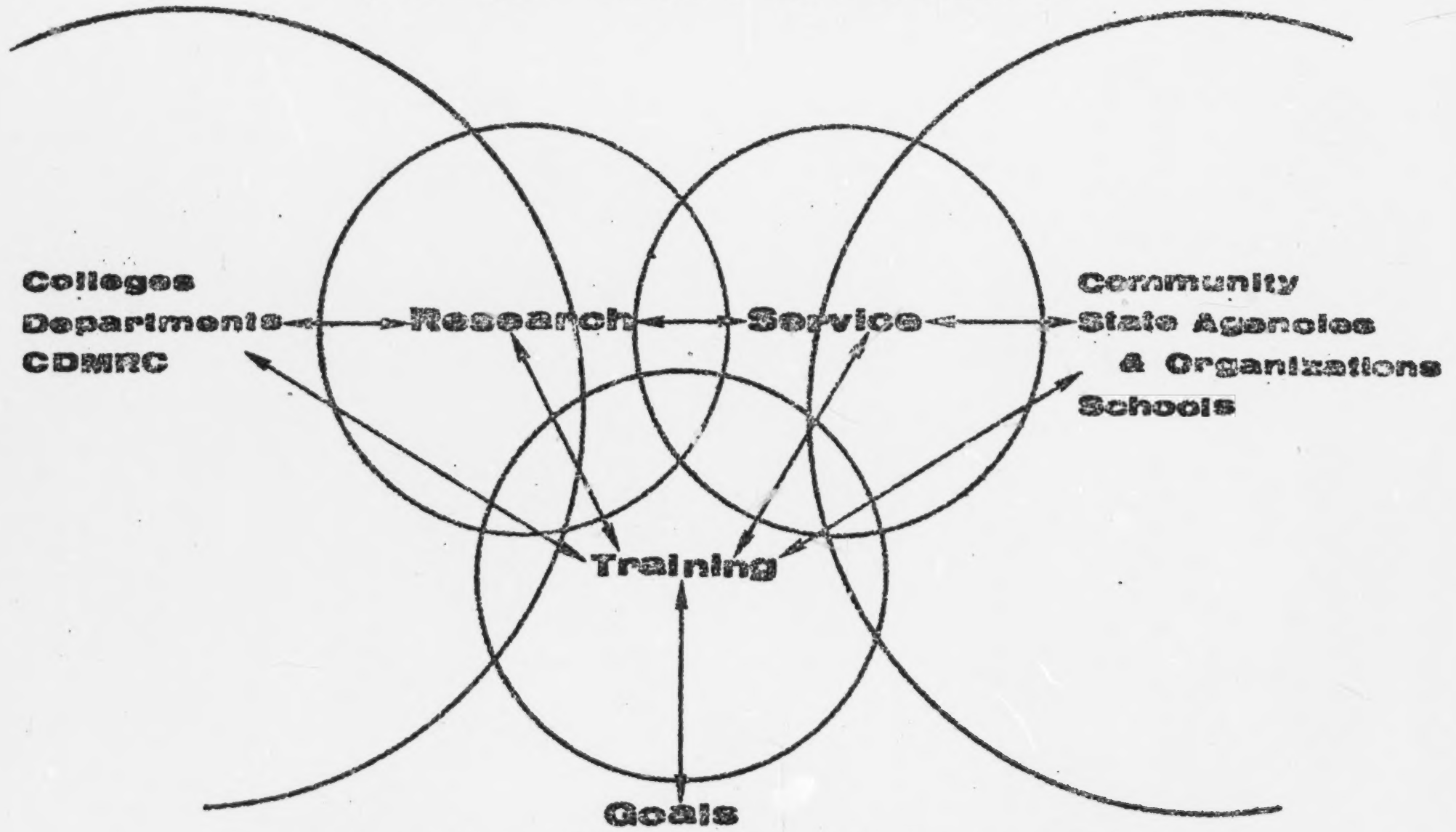
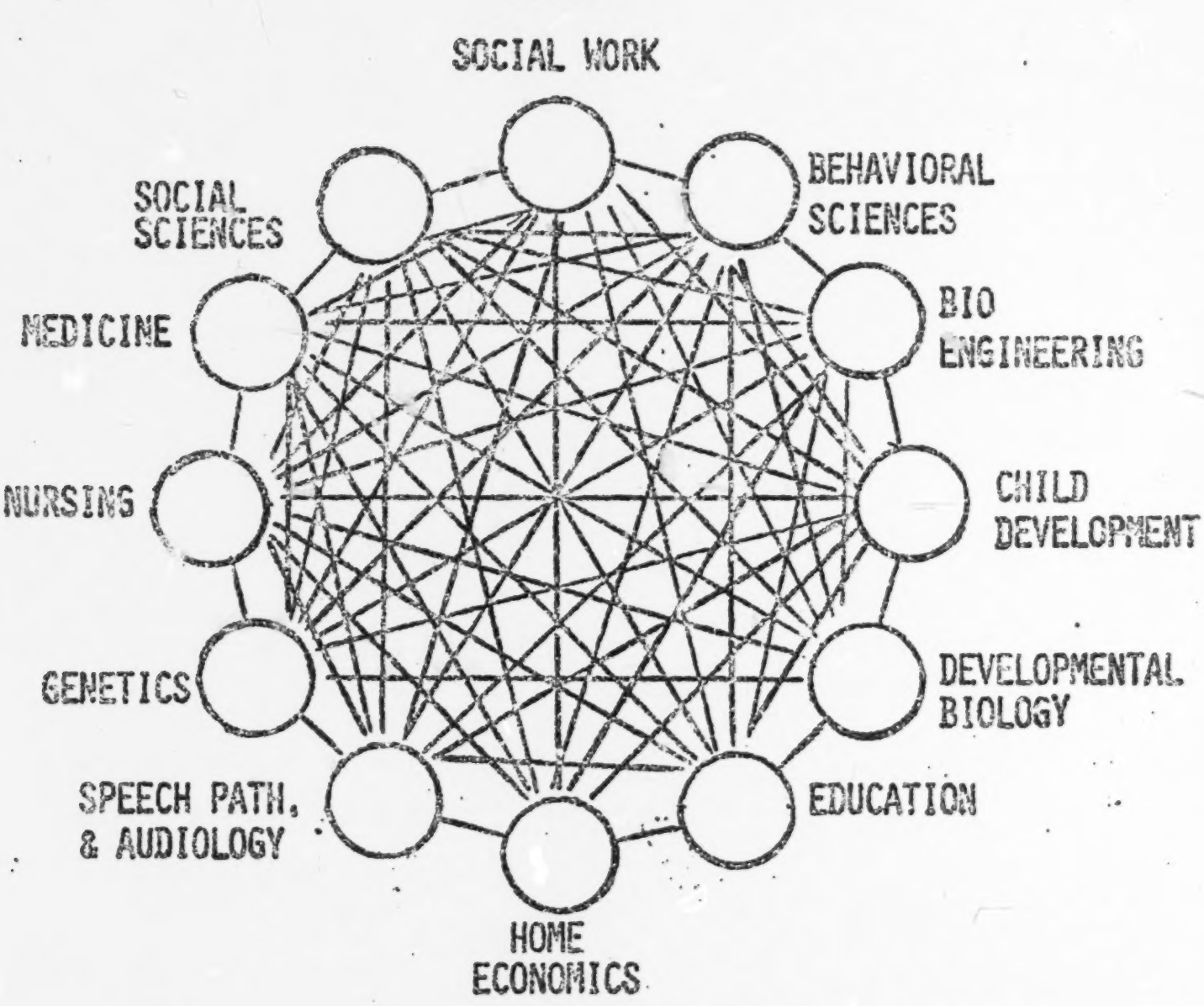


FIGURE 1

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT & MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

MULTIDISCIPLINARY
SYSTEM



GOALS
ADDING AND SHARING KNOWLEDGE RELEVANT TO:

TRAINING

RESEARCH

SERVICE

TECHNOLOGY

DISSEMINATION

FIGURE 2

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

ADMINISTRATIVE SYSTEM

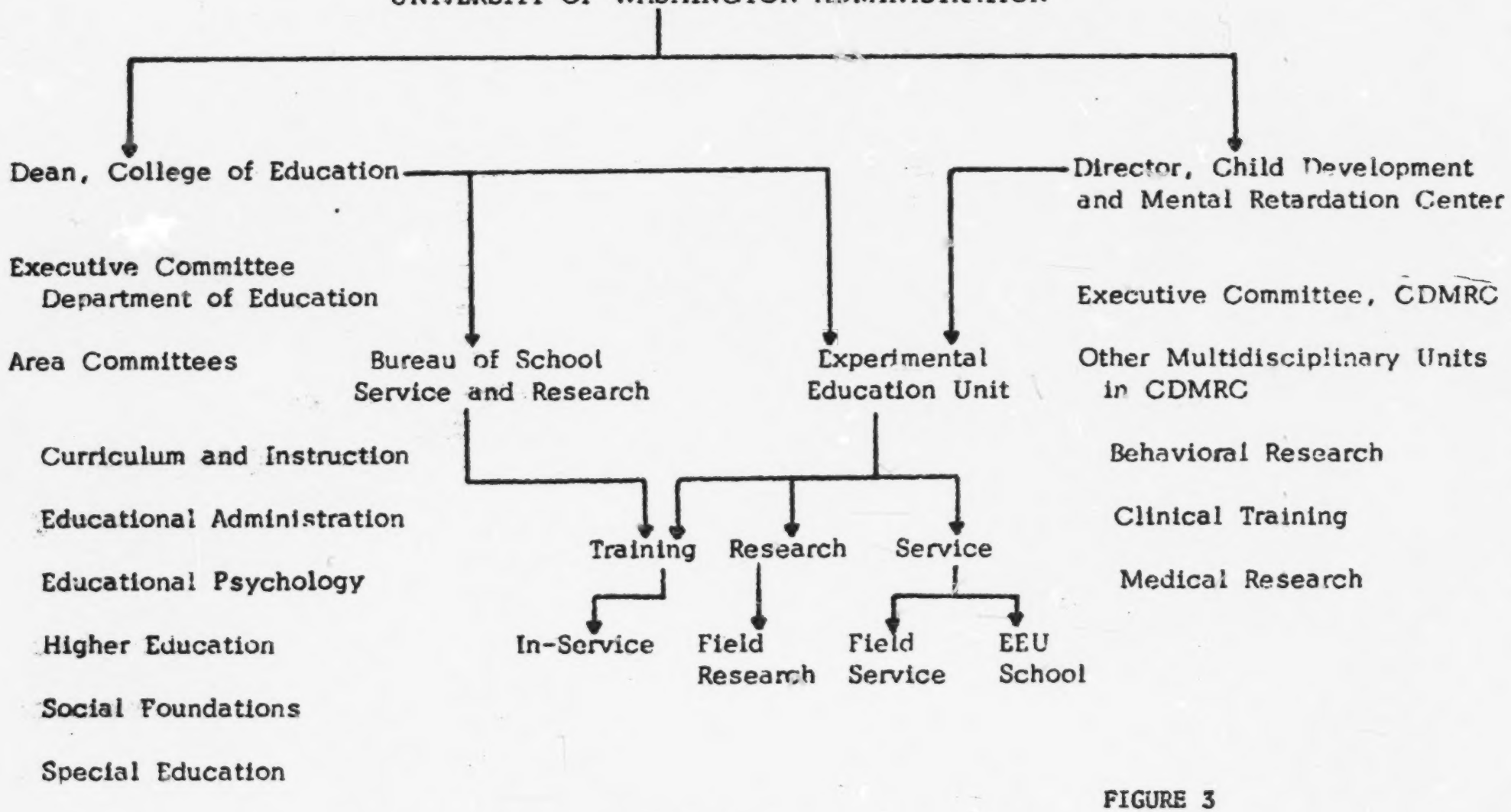


FIGURE 3

GOALS

Improvement of Communications, Coordination, and Administration of All Programs

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

INSTRUCTIONAL SYSTEM

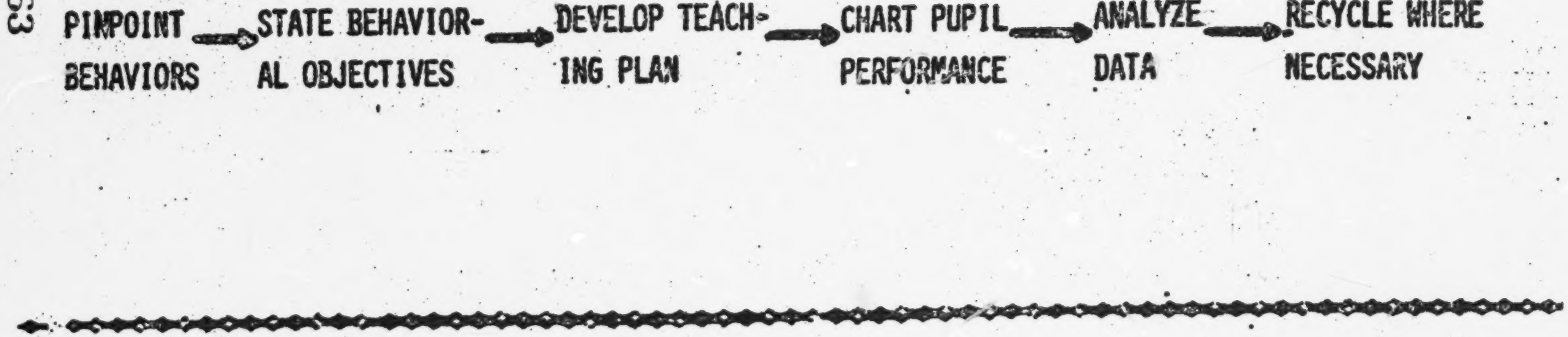


FIGURE 4

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

FUNCTIONAL TRAINING SYSTEM

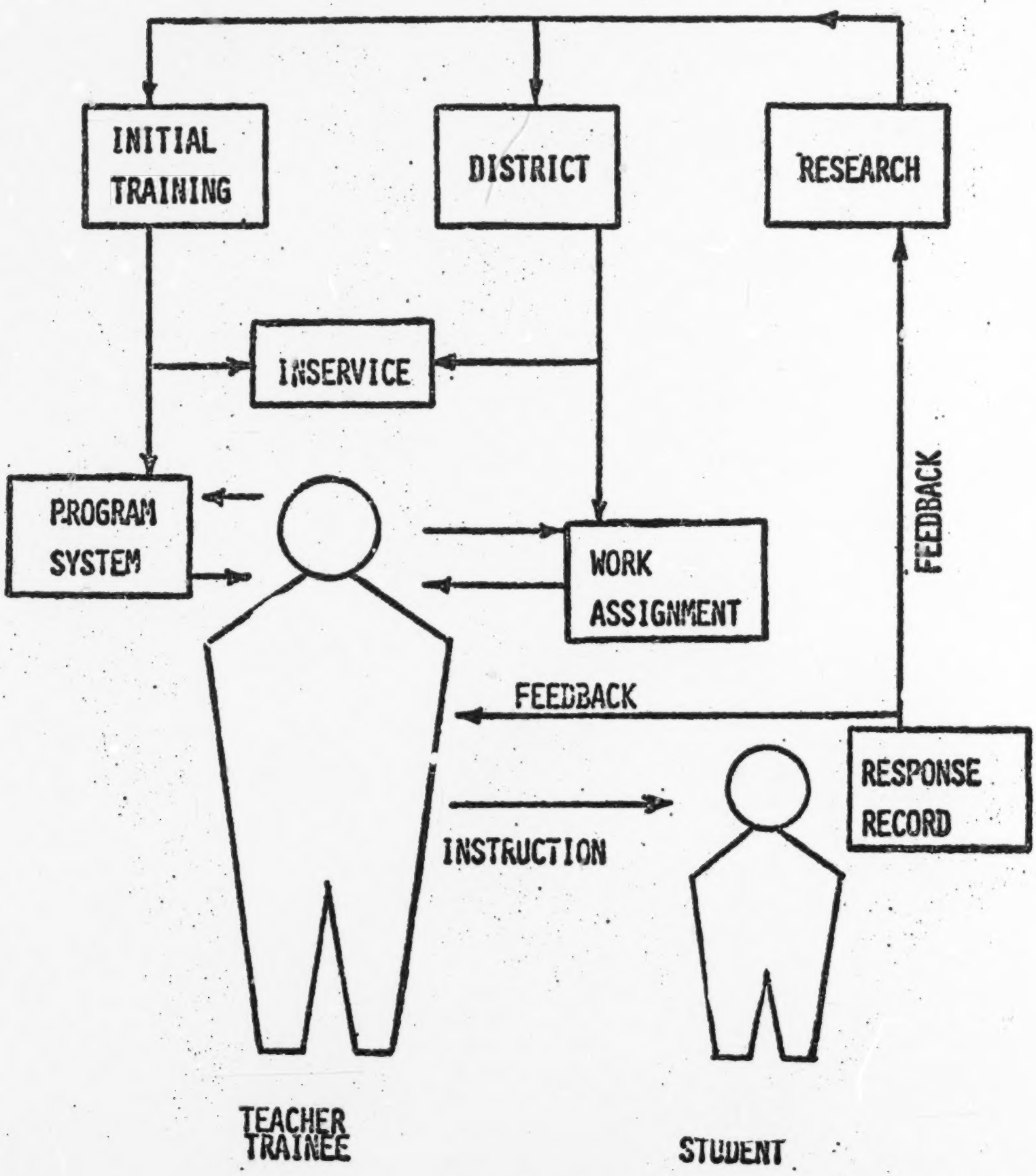


FIGURE 5

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

PROJECT EVALUATION SYSTEM

1. FORMULATE MEASURABLE OBJECTIVES
2. SPECIFY DATA REQUIREMENTS TO MEASURE OBJECTIVES
3. COLLECT INTERIM DATA
4. CONDUCT INTERIM EVALUATION
5. MODIFY OBJECTIVES, DATA REQUIREMENTS OR DATA COLLECTION PROCEDURES WHERE NECESSARY
6. RECYCLE WHERE NECESSARY
7. CONDUCT FINAL EVALUATION

FIGURE 6A

GOALS

IMPROVEMENT OF INSTRUCTION, PERFORMANCE, AND SERVICE.

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

PERFORMANCE EVALUATION SYSTEM

1. GATHER BASELINE DATA
2. SET LONG-RANGE OBJECTIVES
3. SET INTERMEDIATE OBJECTIVES
4. DETERMINE DATA REQUIREMENTS
5. CONDUCT INTERIM EVALUATION
6. MODIFY PROCEDURES WHERE NECESSARY
7. RECYCLE WHERE NECESSARY
8. EVALUATE LONG-RANGE OBJECTIVES FOR PUPIL OR TRAINEE
9. SUMARIZE EFFECTIVE INSTRUCTIONAL TECHNIQUES
10. SUMARIZE MODIFICATION OF PERFORMANCE

FIGURE 6B

GOALS

IMPROVEMENT OF INSTRUCTION, PERFORMANCE, AND SERVICE

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

STAFF TRAINING MODEL

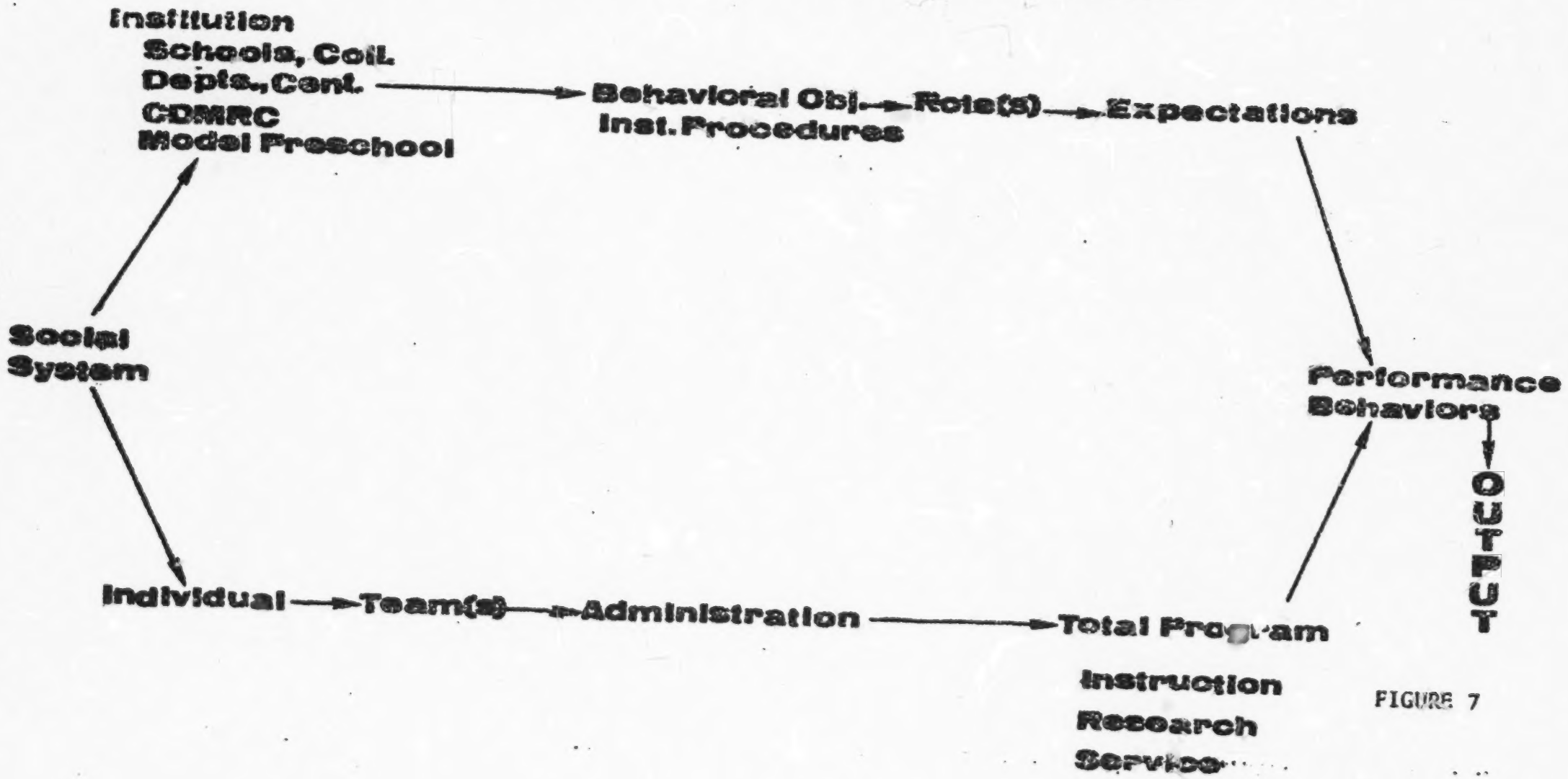


FIGURE 7

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

FRAMEWORK IN WHICH STAFF TRAINING MODEL OPERATES

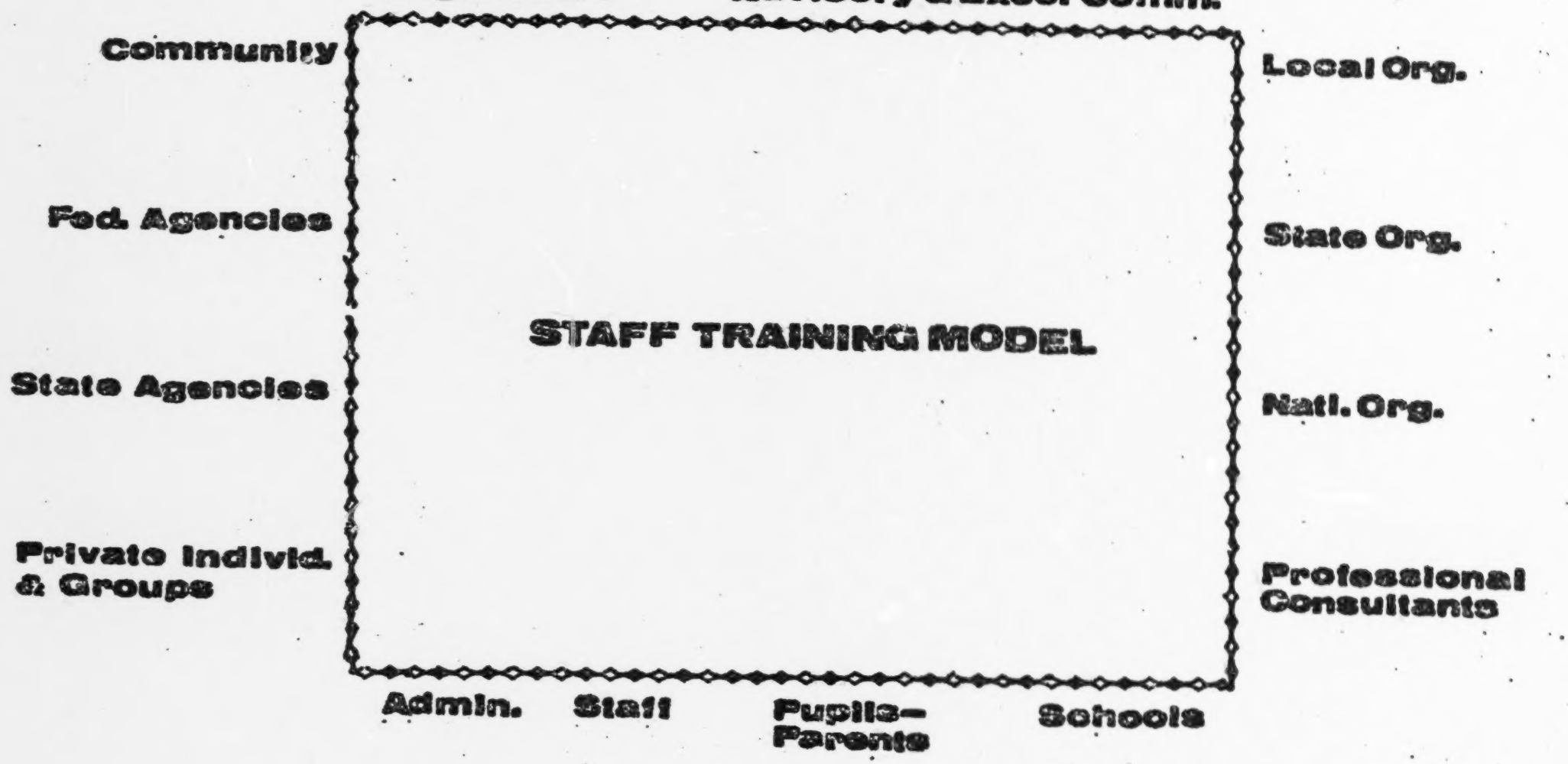


FIGURE 8